REPORT RESUMES

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ANNOTATED BIBLIOGRAPHY ON SCHOOL RACIAL MIX AND THE SELF CONCEPT, ASPIRATIONS, ACADEMIC ACHIEVEMENT, AND INTERRACIAL ATTITUDES AND BEHAVIOR OF NEGRO CHILDREN.

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REPORT NUMBER BR-5-0215-31   PUB DATE   66
CONTRACT OEC-5-10-239
EDRS PRICE MF-$0.18 HC-$3.32   83P.

DESCRIPTORS- *BIBLIOGRAPHIES, *ANNOTATED BIBLIOGRAPHIES, *NEGRO STUDENTS, NEGRO EDUCATION, NEGRO ACHIEVEMENT, DEFACTO SEGREGATION, *RACIAL SEGREGATION, *SCHOOL INTEGRATION, INTEGRATION STUDIES, RACE RELATIONS, NORTHERN SCHOOLS, RACIAL ATTITUDES, NEGRO ATTITUDES, CAMBRIDGE

THIS SELECTIVE ANNOTATED BIBLIOGRAPHY LISTS 242 ITEMS ON THE EFFECTS OF RACIAL SEGREGATION, DESEGREGATION, AND INTEGRATION ON SCHOOL CHILDREN. THE BASES USED FOR SELECTION OF THE ITEMS WERE (1) EMPIRICAL RESEARCH, (2) POST-1954 AND ESPECIALLY POST-1960 STUDIES, (3) THE NORTH AND DEFACTO SEGREGATION, (4) RESEARCH WITH NEGRO SUBJECTS, AND (5) RESEARCH MEETING STANDARDS OF EXCELLENCE. FOLLOWING AN INTRODUCTORY LISTING OF OTHER ANNOTATED BIBLIOGRAPHIES, THE REMAINING ITEMS ARE LISTED UNDER HEADINGS OF "INDEPENDENT VARIABLES (CAUSES)," "DEPENDENT VARIABLES (EFFECTS)," AND "RELATION OF MAIN INDEPENDENT VARIABLES (SCHOOL RACIAL MIX) AND DEPENDENT VARIABLES." A DOUBLE ENTRY IS PROVIDED FOR EACH ITEM, ONCE UNANNOTATED IN AN ALPHABETICAL INDEX BY AUTHOR AND ONCE ANNOTATED UNDER AN APPROPRIATE SUBJECT-MATTER HEADING. (JH)

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ANNOTATED BIBLIOGRAPHY

on

School Racial Mix and the Self Concept, Aspirations, Academic Achievement and Interracial Attitudes and Behavior of Negro Children

Compiled by Nancy St. John and Nancy Smith

School Integration Research

Graduate School of Education

Harvard University

Spring, 1966

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

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The bibliography that follows was developed in the course of a search for empirical studies of the effect on children of racial segregation, de-segregation, and integration in the schools. It is intended to be selective rather than comprehensive. The bases of selection were the following:

1. Focus on a) reports of empirical research or
   b) reviews of empirical research

   (Discursive articles included only if centrally related to the topic or particularly excellent.)

2. Focus on post-1954 and especially post-1960 studies

3. Focus on the North and _de facto_ segregation

   (Studies conducted in the South, under _de jure_ segregation, only included in the absence of northern studies.)

4. Focus on research with Negro subjects

   (Research with white subjects included only when especially relevant.)

5. Focus on research which meets standards of excellence

   (Many of the studies listed below did not meet our criteria in all respects, but are included because of their merit in other respects.)

The following ordering is observed: After an introductory listing of some useful bibliographies (I), Part II deals with studies which clarify the nature of School Racial Mix, the hypothesized independent or causal variable. Rival independent variables, School or Parental SES and Characteristics of Schools are treated under II B and C. These variables must be controlled in any study of the relation of school racial mix and pupil variables. Section III groups studies of four types of pupil behavior or attitude, the hypothesized dependent variables or effects. The final section IV summarizes the few empirical studies which test the relation of the independent and dependent variables. There is a double entry of each reference, once unannotated in the alphabetical index and once annotated in the appropriate section and subsection. An appendix which includes the more obvious ommissions and updates the bibliography from the spring of 1966 to the spring of 1967 is planned.

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BIBLIOGRAPHY

I. ANNOTATED BIBLIOGRAPHIES

IRCD Bulletin, 1 (September, 1965) Published by Information Retrieval Center on the Disadvantaged, Yeshiva University, New York. Not annotated.

Project True (prepared by Helen Randolph) *Urban Education, an annotated bibliography* and *Supplement I to Urban Education, an annotated bibliography*, New York: Project True, Hunter College, 1963.

Sections on "Socialization," "Patterns of Urban Living," "Social Stratification." The annotations are descriptive; no evaluations or conclusions are included.

Tumin, Melvin M. (ed.), *Research Annual on Intergroup Relations*, New York: Praeger, 1965

A Research Study of the Anti-Defamation League of B'nai B'rith. Short summaries of completed, on-going and contemplated projects on relations between ethnic, racial, religious and national groups in this country. Covers September, 1964 to April, 1965. Similar Bulletins were published by the Anti-Defamation League in 1962 and 1963.

Weinberg, Meyer, *Research on School Desegregation: Review & Prospect*, Chicago: Integrated Education Associates, 1965.

Summarizes research on:

1. Desegregation & Learning
2. Segregation & Learning
3. Open Enrollment
4. Negro aspiration & Self-esteem
5. Friendship & Participation
6. The Role of the Family
7. Desegregation: Opportunity & Cost
8. Teachers
9. Acceptance of Separation
10. Classroom grouping

Extensive, but not exhaustive. The logic of the classification system is weak.

Weinberg, Meyer, *Learning Together*, Chicago: Integrated Education Associates, 1964.

Major articles in first year's issue of *Integrated Education* are reprinted with addition of original articles by leaders in the field -- a useful compilation, though most of the articles included are brief restatements of more important papers by the respective authors published elsewhere.

II. INDEPENDENT VARIABLES ("CAUSES")

A. School Racial Mix

1. Residential Segregation and Desegregation

Grier, Eunice and George, Discrimination in Housing, New York: Anti-Defamation League of B'nai B'rith, 1960.
The A,B,C's of the causes of residential and hence school segregation very clearly summarized.

Grier, Eunice and George, "Equality and Beyond: Housing Segregation in the Great Society," Daedalus 95 (Winter, 1966), 77-106.
Brings up to date the story of housing segregation in northern cities and discusses the prospect ahead.

Grier, Eunice and George, "The Impact of Race on Neighborhood in the Metropolitan Setting," Address to Washington Center for Metropolitan Studies, April 27, 1961.
Reviews some important reasons for growth in Negro school population in northern cities, among them the disparity in Negro births and population due to the age structure of the population.

Grodzins, Morton, The Metropolitan Area as a Racial Problem, Pittsburgh: University of Pittsburgh Press, 1958.
Summarizes trends in racial percentages in central cities and suburbs of large metropolises to show increasing segregation and discusses causes.

Handlin, Oscar, "The Goals of Integration," Daedalus 95 (Winter, 1966), 268-286.
Handlin compares the history of the Negro migrant to northern cities with European immigrants. He argues that integration as presently conceived will lead to a loss of identity for the Negro. He feels that Negroes should instead preserve their group awareness and saparateness in an open (not segregated) society.

McEntire, Davis, Residence and Race: Final and Comprehensive Report to Commission on Race and Housing, Berkeley and Los Angeles: University of California Press, 1960.
Summarizes the work of several years and the several research studies undertaken by the Commission in the area of segregation and discrimination in housing.

Taeuber, Karl E., and Alma F., Negroes in Cities: Residential Segregation and Neighborhood Change, Chicago: Aldine Publishing Company, 1965.
A very careful and scholarly study of the ecological and demographic basis of residential segregation (and hence of de facto school segregation).

2. School Segregation and Desegregation

a) Administrative Decisions

American Association of School Administrators, School Racial Policy, 1966, Washington, D.C.

Report of a special commission appointed by the Executive Committee of the AASA to consider "ways and means by which integration in the schools can be most effectively achieved." The report summarizes the problem of racial imbalance and the need for greater financial support of public education. Techniques for achieving greater integration and quality education are discussed. The pamphlet is brief, somewhat superficial, pro-integration, and pro-quality education.

Commission on School Integration, of National Association of Intergroup Relations Officials, Public School Segregation and Integration in the North, (A special issue of the Journal of Intergroup Relations), November, 1963.

A particularly clear summary of the extent, "causes," and correlates of northern school segregation and the roads to (a) desegregation and (b) integration.

Conant, James B., Shaping Educational Policy, New York: McGraw-Hill, 1964.

This compact and useful discussion belongs in this bibliography because segregated schools is one of the topics chosen to exemplify the issue of educational policy making. The author repudiates the position he took in Slums and Suburbs and now suggests that each high school should be as comprehensive as its school district.

Dentler, Robert A., "Barriers to Northern School Desegregation," Daedalus, 95 (Winter, 1966), 45-63.

Analysis of political factors in small and large cities that prevent school desegregation. These factors are easier to surmount in smaller cities. In large cities progress will be made when school superintendents, the gatekeepers of the institution, openly espouse racial balance as essential to quality education. (Discussion, not research.)

Dodson, Dan, "Can Intergroup Quotas Be Benign?," The Journal of Intergroup Relations (Autumn, 1960), 12-17. (Also in Raab, American Race Relations Today.)

Discusses the philosophical and policy issue of whether government must be color-blind or whether racial quotas, in housing projects or schools, are justified at this stage of race relations in the U.S.A. Dodson answers his own question affirmatively.

Fischer, John H., "Race and Reconciliation: the Role of the Schools," Daedalus, 95 (Winter, 1966), 24-44.

Reviews the need for and ways of desegregating urban schools and improving educational quality. Rather general and not very original.

2. School Segregation and Desegregation

a) Administrative Decisions - continued

Grambs, Jean D., "A Sociological View of the Neighborhood School Concept," paper appended to Report of the Advisory Committee on Racial Imbalance and Education, Massachusetts State Board of Education, April, 1965, 73-76.

Argues that a city neighborhood is not like a neighborhood in a small town or suburb, since the neighborhood play-group is often not the same as the school play-group, teachers rarely live in the neighborhood in which they teach and adults are only partly embedded in the neighborhood as such. The distinguishing feature of a city neighborhood is apt to be ethnic similarity. Thus educationally there is little rationale for the neighborhood school. A point is also made of the habit of bussing parochial, private, and nursery school children.

Harvard Graduate School of Education, Center for Field Studies, Schools for Hartford, 1965.

Report on a study of racial imbalance, population trends, and school building needs in Hartford. The proposals include replacing elementary schools, establishing middle schools, and constructing a new high school. A metropolitan plan involving the bussing of children from low income, predominantly Negro, central city districts to surrounding suburban communities is developed.

Silberman, Charles E., Crisis in Black and White, New York: Random House, 1964.

Though reportorial and popular rather than scholarly, Chapter X, "The Negro and the School," is an excellent summary of the problem of de facto segregation.

Wey, Herbert, and Corey, John, Action Patterns in School Desegregation, Bloomington, Indiana: Phi Delta Kappa, December, 1959.

Summarizes the experience of school administrators in the South in 1954-58 in respect to planning for and carrying out desegregation. The effect of the changes on the instructional program and on pupils is reported.

Williams, Robin M., Jr. and Ryan, Margaret W., Schools in Transition: Community Experiment in Desegregation, Chapel Hill: University of North Carolina Press, 1954.

Though somewhat out of date and focussed on border states rather than northern states, this report of the experiences of schools in the process of desegregation is a type of evidence as to some (possibly temporary) effects of desegregation.

2. School Segregation and Desegregation - continued
   b) Parental Decisions and "Self-Selection"

Crockett, Harry J., "A Study of Some Factors Affecting the Decision of Negro High School Students to Enroll in Previously All-White High Schools, St. Louis, 1955," Social Forces, 35 (May, 1957), 351-356.

137 of the 447 students in an all-Negro high school decided not to transfer to a white school nearer their home. Study reveals that neither SES nor ability nor sex is related to the decision. Instead, only grade level is related since seniors elected to remain and underclassmen to transfer. The author interprets this finding as indicating that the peer-group bond was the important factor.

Curwood, Sarah T., "Mothers and Schools of the Ghetto," Integrated Education, 3 (April-May, 1965), 35-43.

Reports on an interview study with mothers of children attending two de facto segregated schools in Providence, R.I. The attitudes of the Negro mothers to the school and their expectations for it were compared with those of the white mothers in these schools, which were 85% Negro.

Fauman, S. Joseph, "Housing Discrimination, Changing Neighborhoods and the Public Schools," The Journal of Social Issues, 13, (4) (1957), 21-30.

Thoughtful discussion of the part played by parental perceptions of and expectations for public schools in the racial change of a neighborhood. A number of hypotheses are suggested for empirical testing.

Hughes, Helen MacGill, and Watts, Lewis G., "Portrait of the Self-Integrator," The Journal of Social Issues, 20 (April, 1964), 103-115.

Case studies of nine middle-class Negro families who have moved out of Boston's ghetto to the suburbs.

Luchterhand, Elmer, and Weller, Leonard, "Social Class and the Desegregation Movement: A Study of Parents' Decisions in a Negro Ghetto," Social Problems, 13 (Summer, 1965), 83-88.

In New Rochelle in the first year after the desegregation order, 270 pupils transferred to 11 other schools in the city, and 220 remained at the all-Negro Lincoln. A comparison of the two groups shows that the lower class families transferred their children to the more distant schools. The authors interpret this finding as evidence that the long desegregation struggle in the city awoke the discontent of the lower stratum.

2. School Segregation and Desegregation

b) Parental Decisions and "Self-Selection" - continued

Weinstein, Eugene A., and Geisel, Paul N., "Family Decision Making over Desegregation," Sociometry, 25 (March, 1962), 21-29.

Study of Nashville Negro parents who had the choice of integrating their first to third grade children. 88 families were involved; 50 chose segregation, 38 chose to attend integrated schools. Correlated with the decision to desegregate were: urban background, higher SES, higher interest in desegregation issues, belief that desegregation would help their child. Not correlated significantly were the amount of discussions before deciding, which family member made the decision, amount of pressure or support, and expectation of repercussions. The chief reason for desegregation was proximity to schools. Chief reason for not: older siblings were not included. "Alientation" index was the best predictor of decision. Segregated families were more apathic and want others to be the "trail blazers."

Williams, Robin M., Jr., Strangers Next Door, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Data on Negro attitudes towards white people and towards integration are included among reports of eight years of field studies on intergroup relations across the nation.

Wolf, Eleanor P., "The Invasion-Succession Sequence as a Self-Fulfilling Prophesy," The Journal of Social Issues, 13 (4) (1957), 7-20.

Discussion of reasons for white withdrawal from a racially changing middle class neighborhood in Detroit. Based on intensive interviews. Departure is not panic flight, not irrational and not due to prejudice, but the prophecy of racial invasion is self-filling. Fear of lowered standards in schools plays an important part.

B. Social and Economic Class

1. Parental SES and Home Background

Bell, Robert, "Lower Class Negro Mothers and Their Children," Integrated Education, 2 (December, 1964-January, 1965), 23-27.

Suggests the importance of number of siblings as one measure of Negro SES and also the importance of differentiating between lower level and upper level working class Negroes on the basis of mother's education and the number of children.

Bond, Horace Mann, "Talent and Toilets," The Journal of Negro Education, 28 (Winter, 1959), 3-14.

A satiric discussion of the remarkable correlation found between neighborhoods with indoor plumbing and with National Merit Scholars. The implication is discussed: better measures of talent which is hidden by adverse environmental factors.

B. Social and Economic Class

1. Parental SES and Home Background - continued

Bronfenbrenner, Urie, "Socialization and Social Class Through Time and Space," in Eleanor E. Maccoby, Theodore M. Newcomb, and Eugene L. Hartley, (editors), Readings in Social Psychology, New York: Henry Holt and Company, 1958.

Excellent summary of empirical studies from 1930-1955 of the relation of SES and child rearing practices. Not specifically focussed on race, but including studies that had Negro samples.

Brown, Morgan C., "The Status of Jobs and Occupations as Evaluated by an Urban Negro Sample," American Sociological Review, 20, (October, 1955), 561-566.

Gives evidence that Negroes in Columbus, Ohio, evaluate jobs somewhat differently than do white people and that certain jobs have higher prestige value in the Negro than in the white community. The study is based on the comparison of the ranking of jobs by a random sample of 200 Negroes from various SES levels with the ranking of jobs by respondents in the Hatt-North study.

Drake, St. Clair, "The Social and Economic Status of the Negro in the U. S.," Daedalus, 94 (Fall, 1965), 771-814.

The facts and meaning of the current status of Negroes.

Duncan, Otis D., and Duncan, Beverley, The Negro Population of Chicago, Chicago: University of Chicago Press, 1957.

Careful empirical research on the demographic characteristics of the Negro population of Chicago and the longitudinal changes in population characteristics and land use of city neighborhoods. Very useful as a detailed case study of invasion and succession patterns. Succession is found to be highly selective with respect to social characteristics of in-moving population so that areas tend to maintain their differential characteristics.

Fiander, Richard L., "Socioeconomic and Attitudinal Characteristics Which Affect the Racial Composition of Neighborhoods," Qualifying paper for the Ed.D., Graduate School of Education, Harvard University, July, 1965.

Excellent review of literature on social distance, followed by a report of empirical research comparing two contiguous neighborhoods, one undergoing rapid racial change, the other relatively stable.

Frazier, E. Franklin, Black Bourgeoisie, Glencoe: The Free Press, 1957.

The Negro middle class lives in a world of delusions, seeking to escape from themselves and their responsibility to the Negro masses; money is their main avenue of escape.

Frazier, E. Franklin, "The Negro Middle-Class and Desegregation," Social Problems, 4 (April, 1957), 291-301.
Discussion of the effects of desegregation on Negro middle class: more realistic market place for skills and work, escape from all-Negro community and subsequent loss of upper-class role. Predicts that Negro community will be slow in dissolving -- will continue to form refuge for middle class individuals who wish to be identified primarily as Negroes.

Frazier, E. Franklin, "Problems and Needs of Negro Children and Youth Resulting from Family Disorganization," Journal of Negro Education, 19 (Summer, 1950), 269-277.
Summary of research evidence on the effect of family disorganization on Negro youth, especially in cities.

Gans, Herbert J., "The Negro Family, Reflections on the Moynihan Report," Commonweal, (October 15, 1965)
The author discusses the findings of the Moynihan Report, commenting that they could easily be used in support of racist views. Suggestions for improvement of the Negro American's situation include increased duration of unemployment payments and inclusion of children with unemployed fathers in ADC, thus placing the father in a more important position.

Ginzberg, Eli, The Negro Potential, New York: Columbia University Press, 1956.
Advances of Negroes in education and economic opportunity leave a great gap between Negroes and whites, even in the North. Ginzberg posits as the cause the whole complex of family disorganization, living conditions, poor education, unequal opportunities at apprenticeship training, and low aspirations.

Glenn, Norval D., "Negro Prestige Criteria: a Case Study in the Bases of Prestige," American Journal of Sociology, 68, (May, 1963), 645-657.
A review of the literature on Negro Americans indicates that education is relatively more important as a basis of prestige for Negroes than for whites; whites evidently value income over education, Negroes do not. Subjects in most of the literature cited were interviewed in 1930's and 40's.

Handlin, Oscar, The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis, Cambridge, Mass:Harvard University Press, 1959.
Against a background of Handlin's research knowledge of the experiences of other immigrant groups to American northern cities, Handlin describes the housing, occupation, education, and community life of the newest migrants to New York City--Negroes and Puerto Ricans.

B. Social and Economic Class

1. Parental SES and Home Background - continued

Lewis, Hylan, "The Changing Negro Family," in Eli Ginzberg (ed.), The Nation's Children, New York: Columbia University Press, 1960, 108-137.

Examines family structures, functions, roles and values among Negroes in the context of changes in American society in the last ten years. Emphasizes stepped-up rate of change, its uneven pace, the disorganization of transition, stress on education, and the increasing recognition of social class differences among Negroes.

Moynihan, Daniel Patrick, "Employment, Income and the Ordeal of the Negro Family," Daedalus, 95 (Winter, 1966), 172-216.

The facts on unemployment, occupational distribution, income level, and family disorganization among Negroes.

Rainwater, Lee, "Crucible of Identity: The Negro Lower-Class Family," Daedalus, 95 (Winter, 1966), 172-216.

Poverty, pregnancy, husband-wife relations, marital break-up and their relation to the identity formation of Negro boys and girls are discussed. Remedies needed to meet the problems are suggested.

Warner, W. Lloyd, Junker, Buford H., and Adams, Walter A., Color and Human Nature; Negro Personality Development in a Northern City, Washington: American Council on Education, 1941.

Skin color is found to be an important basis of high or low position in the Negro social hierarchy and as such has an important influence on personality.

2. School SES

Havighurst, Robert J., "Urban Development and the Educational System," in A. Henry Passow (ed.), Education in Depressed Areas, New York: Bureau of Publications, Teachers College, Columbia University, 1963, 24-45.

Increasing urbanization brings greater segregation and more social problems--both of which affect education. One of the consequences of urbanization is the growing percentage of urban lower class schools and of middle class schools, but a decreasing percentage of mixed class schools. Ways of (a) improving the lower class school and (b) increasing the percentage of mixed class schools are discussed.

Herriott, Robert, and St. John, Nancy, Social Class and the Urban School, New York: John Wiley and Sons, 1966.

Michael, John A., "High School Climates and Plans for Entering College," Public Opinion Quarterly, 25 (Winter, 1961), 585-595.

In a nationally representative sample of over 500 high schools, information on career and college plans of over 35,000 seniors was collected in 1955 by the Educational Testing Service. When the high schools are classified according to the SES of the parents, it is found that the school SES makes a contribution independent of that of the SES of the pupil's own parents to his level of plans.

B. Social and Economic Class
2. School SES - continued

Robins, Lee N., Jones, Robin S., Murphy, George E., "School Milieu and School Problems of Negro Boys," Social Problems, 13 (Spring, 1966), 428-436.

Negro boys entering St. Louis schools 1937-38 studied to test the hypothesis that the more children having social characteristics associated with good school performance there are in a school, the better will be the performance of the remainder of the student body. Hypothesis supported as to relation between SES and northern birth, academic achievement and behavior, but the differences are not significant.

Sexton, Patricia, Education and Income, Inequalities of Education in Our Public Schools, New York: Viking Press, 1961.

A comparison of schools in Detroit according to the median family income of the census tract in which the school is located reveals great differences in achievement and certain objective measures of the quality of education offered. Although many of the children in the lowest income group are Negro,the data are not analyzed according to race.

Turner, Ralph H., The Social Context of Ambition, San Francisco: Chandler Publishing Company, 1964.

A questionnaire study of the aspirations of white high school seniors in Los Angeles finds aspirations related both to parental and to school SES. Values are not as related to SES as had been predicted, though mobile students do seem to adopt the values of their higher status reference group. The attempt to separate neighborhood from family influence and the comparison of reference group behavior in high and low status schools is interesting.

Wilson, Alan B., "Residential Segregation of Social Classes and Aspirations of High School Boys," American Sociological Review, 24 (December, 1959), 836-845.

Thirteen high schools in San Francisco area are grouped according to mean SES of clientele. The "contextual variable" --School SES--is found to affect the aspirations of boys when relevant "personal variables" --father's occupation, parental education, academic grades and IQ scores--are held constant. One of the thirteen schools was predominantly Negro, but SES segregation, not racial segregation, is the independent variable of the study.

Wilson, Alan B., "Social Stratification and Academic Achievement," in A. Harry Passow (ed.), Education in Depressed Areas, New York: Bureau of Publications: Teachers College, Columbia University, 1963.

Sixth grade boys in Berkeley, California, who attended schools in the Flats (mainly working class), Foothills (heterogenous), and Hills (3/5 professional or executive) were compared. School SES, as distinct from parental SES,

B. Social and Economic Class
2. School SES - continued

Wilson, Alan B., - continued:
was found to contribute to achievement and aspiration. The homogenizing effect of school milieu is discussed in terms of diffusion of attitudes among peers and the normalization of teacher's standards.

3. Educational Needs of the Culturally Deprived

Bloom, Benjamin, Davis, Allison, and Hess, Robert, Compensatory Education for Cultural Deprivation (based on working papers contributed by participants in the Research Conference on Education and Cultural Deprivation held at the University of Chicago, June 8-12, 1964), New York: Holt, Rinehart and Winston, Inc., 1965.
The purpose of the conference was to review what was already known about the subject, to make recommendations about what might be done, and to suggest critical problems for further research. Part 2 is a very useful annotated bibliography on the subject.

Eddy, Elizabeth M., Urban Education and the Child of the Slum, New York: Project True, Hunter College, 1965.
Based on observations made in nine public schools in a large northern city in the spring of 1963. The author discusses the formal educational system and the urban poor.

Goldberg, Miriam L., "Factors Affecting Educational Attainment in Depressed Urban Areas," in A. Harry Passow (ed.) Education in Depressed Areas, New York: Bureau of Publications, Teachers College, Columbia University, 1963.
A discussion of the population of urban schools and the characteristics of these children as revealed by research. Suggestions for research on the hypothesis that school can compensate for "unreadiness" of culturally deprived students are offered.

Green, Donald R., et. al.,Black Belt Schools: Beyond Desegregation, Atlanta: Southern Regional Council, 1965.
A description of the school systems in two rural counties in Georgia; with special attention to the problems of their Negro schools. An excellent short summary of the educational needs of the culturally deprived child and a series of suggestions as to ways of improving education in such counties.

Harlem Youth Opportunities Unlimited, Inc., Youth in the Ghetto: A Study of the Consequences of Powerlessness and a Blueprint for Change, New York: HARYOU, 1964.
The story of a year-long study in depth.

B. Social and Economic Class

3. Educational Needs of the Culturally Deprived - continued

Hess, Robert D., "Maternal Teaching Styles and Educational Retardation," in E. Paul Torrance and Robert D. Strom, (eds.) Mental Health and Achievement, increasing potential and reducing school dropout, New York: John Wiley and Sons, Inc., 1965.

Sixty Negro mothers and their children, from various socio-economic levels, were asked how they would advise their children on the first day of school. Class differences were found: lower-class mothers viewed the school as a disciplinary institution, while mothers from higher classes saw the school as a place to learn.

Radin, Norma, and Kamii, Constance, "The Child-rearing Attitudes of Disadvantaged Negro Mothers and Some Educational Implications," The Journal of Negro Education, 34 (Spring, 1965), 138-146.

In comparison with fifty white middle class mothers, forty-four Negro lower class mothers of pre-school or kindergarten children in Ypsalonti, Michigan, are found to differ significantly in feeling they must suppress children's natural impulses and shield them from the threatening outside world. Negro mothers show a sense of suffering and isolation and see the mother rather than the father as carrying the responsibility for the family.

Riessman, Frank, The Culturally Deprived Child, New York: Harper and Row, 1962.

Analysis of the educational problems of the culturally deprived child ("1 in 3" of public school children in ten largest cities). Stresses the importance of looking for the hidden IQ, understanding the needs of the slow gifted child, and realizing that the values of the lower classes are not the same as the values of the middle class. The importance of the extended family to the lower class child should be capitalized on. Lower class anti-intellectualism should be actively fought. Above all, we should ask, not why can't Johnny learn, but why can't teachers help Johnny to learn?

C. School Variables

1. School Equality

Amerman, Helen, "Perspective for Evaluating Intergroup Relations in a Public School System," Journal of Negro Education, 26 (Spring, 1957), 108-120.

Summarizes a number of studies, for the most part conducted in Chicago in the previous decade, indicating inequality of educational opportunity for Negro pupils.

Ashmore, Harry S., The Negro and the Schools, Chapel Hill: University of North Carolina Press, 1954.

Comparison of public education of Negroes and whites in southern and border states at the time of the Brown decision. Valuable as evidence of inequality of opportunity of Negro and white children educated in the South before 1954.

C. School Variables

1. School Equality - continued

Becker, Howard S., "The Career of the Chicago Public School Teacher," American Journal of Sociology, 57 (March, 1952), 470-477.

Evidence of horizontal mobility as the typical career pattern of teachers -- away from slum schools (often non-white) where careers often begin and through a series of transfers to schools whose clients more nearly match the teachers in SES background. Problems of teaching, of discipline and of unacceptable morals are cited by teachers as reasons for desiring to leave. A minority stays in the slum school and adjusts.

Conant, James B., Slums and Suburbs: A Commentary on Schools in Metropolitan Areas, New York: McGraw Hill Book Company, 1961.

Important discussion by an educational leader of lack of educational equality between city slums and their suburbs. Reports his observations of the problems faced by the de facto segregated schools and gives his opinion (which he has since modified) that improved quality through increased public expenditure, rather than desegregation, is the important issue. (See also annotation on page 3.)

Eddy, Elizabeth M., Urban Education and the Child of the Slum, New York: Project True, Hunter College, 1965

See annotation on page 11.

Fuchs, Estelle S., Pickets at the Gates: Education in the Streets, New York: The Free Press, 1966.

An exploration "in depth" of a boycott directed against de facto school segregation in 1965 in New York City. Based on observations in Freedom Schools and interviews with teenagers who participated in the boycott. The dissatisfactions of the students with their schools, and the emotional outlet afforded by the boycott are vividly reported.

Green, Donald R., et.al. Black Belt Schools, Atlanta: Southern Regional Council, 1965.

See annotation on page 11.

Harlem Youth Opportunities Unlimited, Inc., Youth in the Ghetto: A Study of the Consequences of Powerlessness and a Blueprint for Change, New York: HARYOU, 1964.

See annotation on page 11.

McCauley, Patrick, and Ball, Edward D., (eds.), Southern Schools: Progress and Problems, Nashville, Tennessee: Southern Education Reporting Service, 1959.

Covers the five year period between the publication of Ashmore's The Negro and the Schools (and the Supreme Court decision of 1954) and 1959. The various chapters take up population trends, enrollment, revenues, expenditures, personnel, building and equipment of southern schools for Negroes and whites in those years. The title indicates the overall conclusion.

C. School Variables

1. School Equality - continued

Miller, Carroll L., "Educational Opportunities and the Negro Child in the South," Harvard Educational Review, 30 (Summer, 1960), 195-208.

A review of the evidence on Negro children's unequal opportunities in the South. Relevant to a study of the effects of de facto segregation in the North because so many Negro children in northern schools have either begun school in the South or else have parents who attended southern schools.

Public Education Association, The Status of the Public School: Education of Negro and Puerto Rican Children in New York City, New York: October, 1955.

A comparison of the X and Y schools in New York City (90% white and 90% Negro or Puerto Rican) reveals differences in physical facilities, maintainance, percent of substitute teachers, and pupil achievement.

Sexton, Patricia, Education and Income, Inequalities of Education in Our Public Schools, New York: Viking Press, 1961.

See annotation on page 10.

Wolff, Max, "Segregation in the Schools of Gary, Indiana," Journal of Educational Sociology, 36 (February, 1963), 251-[illegible]. 261

Case study of a community in which de facto school segregation was accompanied by gross inequalities in the educational opportunities available in the two systems.

2. Compensatory Programs

Bloom, Benjamin, Davis, Allison, and Hess, Robert, Compensatory Education for Cultural Deprivation (based on working papers contributed by participants in the Research Conference on Education and Cultural Deprivation held at the University of Chicago, June 8-12, 1964), New York: Holt, Rinehart and Winston, Inc., 1965.

See annotation on page 11.

Collins, Robert H., "Motivation," Southern Education Report, 1 (July-August, 1965), 26-27.

Description of "drive for excellence" in the Banneker Schools in St. Louis: field trips, teachers meetings stressing competition with other schools, summer school voluntary program, Saturday morning enrichment classes, etc. No objective measures or statistics offered.

2. Compensatory Programs - continued

Wrightstone, J. Wayne, "Demonstration Guidance Project in New York City," Harvard Educational Review, 30 (Summer, 1960), 237-251.

Reports on the program and accomplishments of this famous experiment initiated in 1956 at Junior High 43 in Manhattan (which was 48% Negro, 40% Puerto Rican, and 12% white and oriental). Among the gains made are a rise in mean IQ from 95.6 to 102.5, a comparable growth in reading and arithmetic achievement, and improvement of high school holding power.

3. Integration Techniques

Axline, Virginia M., "Play Therapy and Race Conflict in Young Children," Journal of Abnormal and Social Psychology, 43 (July, 1948), 300-310.

In a study of the effects of play therapy on children with difficulty in adjusting to other children, data relevant to racial conflict among young children was gained. Five scenes involving racial conflict are described, and the effect of permissive expression thus illustrated. In each instance, in increasing degree as the children became better acquainted, the difficulty was solved by the children (7 years old) to the satisfaction of all the group (4 children per group).

Berlin, I. N., "Desegregation Creates Problems, Too," in Hubert H. Humphrey (ed.), School Desegregation: Documents and Commentaries, New York: Thomas Y. Crowell Company, 1964, 230-234.

A discussion of problems created by pressures toward ending de facto segregation. Misinterpretation of the actions of well-meaning teachers toward Negro children (remedial work or more than usual insistence upon work completion and accuracy) leads to repercussions from community and school administration. Recommends preparation for these problems.

Deutsch, Martin, "Dimensions of the School's Role in the Problems of Integration," in G. J. Klopf and I. A. Laster (eds.), Integrating the Urban School, New York: Teacher's College, Columbia University, 1963.

Discusses need for integration within the classroom, the importance of heterogeneous grouping, the communication to the child of the teacher's high expectations for him, the desirability of comparing children with their own past record rather than with other children, i.e. on a longitudinal rather than a cross-sectional axis.

3. Integration Techniques - continued

Ekstrom, Ruth B., "Experimental Studies of Homogeneous Groupings: A Critical Review," School Review, 69 (Summer, 1961), 216-226.

A review of studies on the improvement of achievement resulting from homogeneous grouping in the classroom. Only research using experimental controls is discussed. Studies do not have consistent findings, and are not considered by Ekstrom to control for or consider enough relevant variables. In experiments that specifically provided for differentiation of teaching methods and materials for different levels, results "tended" to favor homogeneous grouping. (Most of the studies were conducted in 1920's.)

Fantini, Mario D., and Weinstein, Gerald, "Integration: Mandate for Educational Change," Integrated Education, 2 (December 1964-January 1965), 31-37.

Review of education techniques (team teaching, ungraded school, personality grouping, etc.) for achieving integration within a school.

Giles, H. Harry, The Integrated Classroom, New York: Basic Books, 1959.

A book for school administrators and teachers. Part I is case material on experience with desegregation in border states and testimony of educators as to how particular issues were resolved. Part II gives historical background, the facts of heredity and race, the anatomy of prejudice and what social science can tell educators. Part III lists teaching aids.

Keliher, Alice W., "The Grouping Question 1930-1962," Association for Childhood Education International, Toward Effective Grouping, Washington, D. C., 1962, 17-24.

Brings up to date research evidence on the advantage of heterogeneous vs. homogeneous grouping of pupils that has appeared since her well known 1930 study. Author favors heterogeneity.

Klopf, Gordon J., and Laster, Israel A. (eds.), Integrating the Urban School, New York: Teachers College, Columbia University, 1963.

Papers presented at conference held at Teachers College, Columbia University with 130 community and education leaders present including Tumin and Deutsch. For the most part hortatory. No new empirical research reported.

Levine, Daniel U., "Integration: Reconstructing Academic Values of Youths in Deprived Areas," Clearing House, 39 (November, 1964), 159-162.

Integration may provide encouragement to the minority child to utilize his abilities, but if it only serves to point out deficiencies it will be more harmful than helpful. Suggestions for promoting intra-school integration are offered. Author is in favor of remedial programs offered

3. Integration Techniques - continued

Levine, Daniel U., - continued

to all students, to avoid tracking. After one year, only those who are not handicapped severely will pass to next grade. May result in some segregation, but seen as necessary.

Lipton, Aaron, "Classroom Groupings and Integration," Integrated Education, 2 (February-March, 1964), 49-54.
The principal of a school in Hartsdale, New York describes the grouping procedure of his school: each group or class within the school must be representative of its community -- in intelligence, SES, emotional adjustment, as well as race.

Thomas, R. Murray, Social Differences in the Classroom, New York: David McKay Company, Inc., 1965.
A useful handbook for teachers which first discusses the nature of social class, ethnic, and religious differences and then discusses ways of handling such differences in the classroom. Techniques for increasing intergroup understanding are offered.

4. Staff Attitudes

Amos, Robert T., "The Accuracy of Negro and White Children's Predictions of Teachers' Attitudes Toward Negro Students," Journal of Negro Education, 21 (Spring, 1952), 125-135.
Questionnaire to 75 Negro and 75 white 9th graders and their teachers. Students asked for own opinions on series of racial attitudes and then to fill out questionnaire as they expected teachers would. Findings generally were that students, Negro and white, underestimated the favorable responses actually given by the teachers on the questionnaire. Negro students overestimated the negative responses to a greater degree than did white. However, teacher "attitude" is here defined only by answers actually given by teachers to questionnaire, and validity is therefore open to question.

Clark, Kenneth B., Dark Ghetto: Dilemmas of Social Power, New York: Harper & Row, 1965.
Growing out of the study of youth in Harlem (the author was chairman of the board of directors of the planning stage of HARYOU), this book discusses the social dynamics, psychology, pathology and power structure of the ghetto. The chapter on its schools is especially eloquent. Clark feels that defeatism of the staff, rather than cultural deprivation of the pupils, is the key to their failure.

4. Staff Attitudes - continued

Davidson, Helen H., and Lang, Gerhard, "Children's Perception of Their Teacher's Feelings Toward Them Related to Self-Perception, School Achievement, and Behavior," *Journal of Experimental Education*, 29 (December, 1960) 107-118.

Checklist of favorable and unfavorable adjectives administered to 200 boys and girls in grades 4 - 6 in ten classrooms in a New York City school with wide SES range. Children asked to check what (1) Teacher thinks I am, (2) I think I am. Teachers were also asked to rate the children's academic achievement. A high correlation was found between 1 and 2, between 1 and academic achievement and between SES and all these.

Gottlieb, David, "Teaching and Students: The Views of Negro & White Teachers," *Sociology of Education*, 37 (Summer, 1964), 345-353.

Study of difference in attitudes of 89 Negro and white elementary school teachers toward Negro and white pupils from low income families in a midwestern urban community finds Negro teachers more apt to be from urban areas, from low income families, from homes without fathers, to be younger, less experienced, and be more satisfied with jobs. They see children as "happy," "energetic," and "fun-loving" while white teachers see the same children as "talkative," "lazy," and "rebellious." Causes for job dissatisfaction of whites are the low ability and motivation of children, of Negroes are the school factors.

Kvaraceus, William C., "Negro Youth and Social Adaptation: The Role of the School as an Agent of Change," in William C. Kvaraceus (ed.), *Negro Self-Concept*, New York: McGraw-Hill, 1965.

Discussion, without much reference to empirical evidence, of the functions and dysfunctions of public school education for Negro youth in large cities. The gaps in the formal curriculum, the lessons of the informal curriculum, certain aspects of the role of the teacher (as a professional and a person) that need redirection, and the need for more specialized services and better community relations are taken up.

Landberg, George and Freedman, Philip, "Self Selection of Student Teachers," *Integrated Education*, 3 (August-November, 1965), 34-40.

A comparison of student teachers who volunteer for, and those who are assigned to, New York schools for disadvantaged. Indicates volunteers are less rigid, dogmatic, authoritarian and more self-confident and self-reliant, are more interested in humanitarian service and have less negative perceptions of schools. Importance of self selection for these schools is discussed.

4. Staff Attitudes - continued

Record, Wilson, "Changing Attitudes of School Personnel," Integrated Education, 3 (October-November, 1964), 26-43.

A useful discussion of the various types of administrators, teachers and counsellors, with a focus on their attitudes towards desegregation and Negro students.

Wayson, William W., "Securing Teachers for Slum Schools," Integrated Education, 4 (February-March, 1966), 31-38.

Forty-two teachers at slum schools in a Midwestern city were interviewed in an attempt to find out why these teachers stayed in these schools (more than five years). Most attractive features were release from community pressure, absence of extra-classroom obligations, and characteristics of slum children which fulfilled needs of teachers. Least attractive features, as listed by leavers, were discipline problems and ineptness of children. Characteristics of "leavers" and "stayers" discussed.

III. DEPENDENT VARIABLES ("EFFECTS")

A. Personality and Self-Concept

Allport, Gordon, W., The Nature of Prejudice, Cambridge, Mass: Addison Wesley, 1954.

Basic text on the psychology of prejudice. For background on the literature concerning the effect of segregation on children four chapters are especially useful:

Chapter 9, Traits due to Victimization
Chapter 14, Social Structure and Cultural Patterns
Chapter 16, The Effect of Contact
Chapter 18, The Young Child

Ausubel, David P., and Ausubel, Pearl, "Ego Development among Segregated Negro Children," in A. Harry Passow (ed.), Education in Depressed Areas, New York: Bureau of Publications, Teachers College, Columbia University, 1963, 109-141.

The authors interpret research on ego-development and on Negro children. Conclusions: Negro ego-development is distinctive because of status and caste position. Negro children have lower self-esteem. Segregated Negro children develop low motivation and low aspiration, plus ambivalent feelings toward middle-class values. Many withdraw to their peer subcultures. Girls tend to develop more mature ego-structure, but have more difficulty in desegregated situations. Good review of literature on the subject.

Clark, Kenneth B., "Color, Class, Personality, and Juvenile Delinquency," *Journal of Negro Education*, 28 (Summer, 1959), 240-251.

Examines recent data on incidence of juvenile delinquency in a northern urban community (upstate New York) and finds that (a) the proportion of Negro delinquents decreases with age from 12-18, (b) the proportion of female offenders is higher among Negroes, (c) the lowest SES group accounts for 85% of Negro delinquents, but a smaller percentage of white delinquents.

Dai, Bingham, "Minority Group Membership and Personality Development," in Jitsuichi Masuoka and Preston Valien (eds.), *Race Relations: Problems and Theory*, Chapel Hill: The University of North Carolina Press, 1961, 181-199.

Discusses the difficulty for the Negro child of developing:

1. sense of security from parental care in infancy
2. sense of autonomy from independence training
3. sense of adequacy from mastery of skills
4. capacity for friendliness with peers
5. sense of consistancy or identity from reconciling conflicting self-concepts in adolescence
6. ability to establish sexual intimacy
7. sense of productivity in chosen field
8. sense of integration from having achieved a balanced and useful life

Dai, Bingham, "Some Problems of Personality Development among Negro Children," in Clyde Kluckohn and Murray (eds.), *Personality in Nature, Society & Culture*, New York: Alfred A. Knopf, 1956.

On the basis of the autobiographies of 80 Negro youth and some interviews the author discusses the personality problems of Negro children, both those which they share with white children and those they face because of caste position.

Dreger, Ralph, and Miller, Kent S., "Comparative Psychological Studies of Negroes and Whites in the United States," *Psychological Bulletin*, 57 (5), (1960), 361-402.

Review of published psychological studies which make racial comparisons, 1943-58. Detailed and extensive. They conclude that research must be done internationally -- so as to make comparisons in societies where discrimination on racial basis is minimal.

Deutsch, Martin, "Minority Group and Class Status as Related to Social and Personality Factors in Scholastic Achievement," Monograph No. 2, 1960, Cornell University, The Society for Applied Anthropology.

Describes a study of 4th, 5th and 6th grade students in two schools, one all Negro and the other 94% white but

Deutsch, Martin - continued

of similarly low SES. Both groups are retarded but those in the Negro schools especially so. Both groups fall farther behind as they progress in school. In all comparisons the Negro children had significantly more negative self-images than the white children. Classroom observations of teachers in action suggests that some are quite ineffective.

Erikson, Erik H., "A Memorandum on Identity and Negro Youth," Journal of Social Issues, 20 (October, 1964), 29-42.
"Each generation must find an identity consonant with its own childhood and with some feasible ideal." Problems of the Negro youth today are discussed in the framework of Erikson's theory.

Erikson, Erik H., "The Concept of Identity in Race Relations: Notes and Queries," Daedalus, 95 (Winter, 1966), 145-171.
Individual and communal; positive and negative; conscious, preconscious and unconscious; past and future; total and whole; exclusive and inclusive identities are discussed in relation to the Negro American. Very provocative.

Grambs, Jean D., "The Self-Concept: Basis for Re-education of Negro Youth," in William C. Kvaraceus (ed.), Negro Self-Concept: Implications for School and Citizenship, New York: McGraw Hill Company, 1965.
A position paper which reviews the research and discusses issues.

Himes, Joseph S., "Negro Teenage Culture," The Annals, 338 (November, 1961), 91-101.
Negro teenage culture is seen as a melange of general adolescent patterns and unique ethnic practices. Two modes of aggression are described. Lower class youth exhibit unusual personal aggression. College teenagers have created the racial protest movement. The latter is a positive element in general American teenage culture. An increase in the protest theme is expected.

Ianni, Francis A. J., "Minority Group Status and Adolescent Culture," in David Gottlieb and Charles E. Romsey (eds.), The American Adolescent, Homewood, Illinois: The Dorsey Press, 1964.
Compares Italo-American, Jewish, and Negro teen-agers and their cultures. Race and visibility are the distinctive characteristics of Negro culture. Family patterns and economic factors are responsible for disorganization of youth. Violence and delinquency are seen as the only way to strike back. A summary and discussion of the results of empirical studies by others.

A..Personality and Self Concept - continued

Kardiner, Abram and Ovesey, Lionel, *The Mark of Oppression: A Psychosocial Study of the American Negro*, New York: N.W. Norton and Company, 1951.

Twenty-five Negroes of different sex, age and status studied in depth through psycho-analytic interviews. Generalizing from these data, the authors discuss the problems of Negro personality development, laying stress on the deprivations, frustrations, and conflicts, and their consequences.

Karon, Bertram P., *The Negro Personality: A Rigorous Investigation of the Effects of Culture*, New York: Spring Publishing Company, 1958.

Through projective techniques, the personality characteristics of northern whites and southern Negroes are compared and significant differences found, especially in regard to the handling of aggression. Northern Negroes differ from southern Negroes on the same characteristics and in the same way as northern whites do.

Klineberg, Otto, (ed.) *Characteristics of the American Negro*, New York: Harper and Bros., 1944.

Survey of studies in the field of Negro personality has yielded, says this psychologist, few definite conclusions. Through all the studies runs the difficulty of equating the Negro and white groups and so of separating racial from other factors.

Kvaraceus, William C., *et.al.*, *Negro Self-Concept: Implications for School and Citizenship*, New York: McGraw-Hill Book Company, 1965.

Report on conference on "The Relationship of Education to Self-Concept in Negro Children and Youth," July, 1964, at Lincoln Filene Center, supported by USOE and President's Committee on Juvenile Delinquency and Youth. Position Papers by Jean Grambs, Bradbury Seasholes and William Kvaraceus on self-concept, political socialization and role of school as change-agent.

Kvaraceus, William C., Scruggs, Allie W., and Scruggs, Charles E., "Self-Concept and Education of Negro Children: Research Summary and Bibliography" appended to the *Report of the Advisory Committee on Racial Imbalance and Education*, Massachusetts State Board of Education, April, 1965, 77-86.

Summarizes research evidence that the "cultural press" produces a negative self-concept in Negro children and that education can play a role in altering this sense of self and thus in raising the level of academic achievement.

A. Personality and Self Concept - continued

Mussen, Paul, "Difference between the TAT Responses of Negro and White Boys," Journal of Consultative Psychology, 17 (October, 1953), 373-376. (Also in Grossack, Mental Health and Segregation.)

TAT cards were administered to 50 Negro and 50 white lower class boys from New York at a summer camp. Many significant differences between the racial groups were found. Negroes show less interest in friendly relations with others, more aggressive press from the environment and more mild verbal aggression and lower N-ach.

Pettigrew, Thomas F., "Negro American Personality: Why Isn't More Known?," Journal of Social Issues, 20 (April, 1964), 4-23.

The answer: (1) the narrowness and practical orientation of many of the studies of the problem, (2) the methodological difficulties of controls and interviews bias and (3) the need for a broad social psychological theory of Negro American personality. Very useful review of the literature and bibliography. Also useful discussion of the problem of race of interviewer. (There may also be a bias introduced by Negro interviewer!)

Rohrer, John H., and Edmonson, Munro S., (eds.), The Eighth Generation: Cultures and Personalities of New Orleans Negroes, New York: Harper, 1960.

Of the 107 subjects in Davis and Dollard, Children of Bondage, 90 are traced 25 years later, and 47 are interviewed, 20 intensively. They are discussed in terms of personality types, representative of New Orleans Negro society, its middle class, its matriarchy, its male gang, its family life and marginal individuals. The predictions of 25 years earlier are for the most part verified.

Rosenberg, Morris, Society and the Adolescent Self-Image, Princeton, New Jersey: Princeton University Press, 1965.

A self-esteem scale is developed, standardized, validated and applied to high school students of various backgrounds in high schools in New York state. Negro students are found not to have particularly low self-esteem (as measured), though self-esteem is found to be related to many other background factors such as SES, family togetherness, and experience of religious dissonance.

Webster, Staten W., "Some Correlates of Reported Academically Supportive Behaviors of Negro Mothers Toward Their Children," Journal of Negro Education, 34 (Spring, 1965), 114-120.

The greater the amount of attention adolescents remember having received from their mother between the ages of six and ten, the more favorable their present self-perceptions, vocational aspiration and educational attainment. Academically supportive behavior is not related to grades when sex is taken into account.

A. Personality and Self Concept - continued

Wylie, Ruth C., The Self-Concept: A Critical Survey of Pertinent Research Literature, Lincoln: University of Nebraska Press, 1961.
Very careful and extensive review of recent empirical literature pertaining to self-concept, with criticism of methodology and summaries of conclusions. Invaluable.

B. School Achievement

1. I. Q.

Bloom, Benjamin S., Stability and Change in Human Characteristics, New York: John Wiley & Sons, 1964.
Careful study of evidence available in longitudinal studies of stability and growth in physical characteristics, intelligence, achievement, interests, attitudes and personality. Points to importance of early influences, since by age of four 50% of variation in intelligence at age of seventeen is accounted for, and since little effect of environment on IQ after the age of eight is to be expected.

Bruner, Jerome S., "The Cognitive Consequences of Early Sensory Deprivation," in Philip Solomon, et. al., Sensory Deprivation, Cambridge: Harvard University Press, 1961,195-207.
Discusses evidence that there are cognitive consequences to early sensory deprivation. Whether culturally deprived children do indeed suffer sensory deprivation is not discussed.

Carson, Arnold S., and Rabin, A. I., "Verbal Comprehension and Communication in Negro and White Children," Journal of Educational Psychology, 51 (April, 1960), 47-51.
Study of ability of Negro and white children to define known words -- relevant to lower IQ scores of Negro children. Carefully done; significant results. Ninety subjects. Controlled for age, SES, grade, and comprehension -- found patterns of communication different for Northern white, Northern Negro and Southern Negro -- these in the order of highest to lowest "level" of response pattern.

Clark, Kenneth B., "Educational Stimulation of Racially Disadvantaged Children," in A. Harry Passow (ed.), Education in Depressed Areas, New York: Bureau of Publications, Teachers College, Columbia University, 1963.
Discusses Conant's Slums and Suburbs, Riessman's The Culturally Deprived Child, and Sexton's Education and Income, and the importance of building a positive self-image in culturally disadvantaged children and of not being misled by the evidence of I.Q. tests. An angry article.

Deutsch, Martin, and Brown, Bert, "Social Influences in Negro-White Intelligence Differences," *The Journal of Social Issues*, 20 (April, 1964), 24-35.

A comparison of Negro and white first and fifth grade children, stratified by SES, on Lorge-Thorndike intelligence tests reveals highly significant differences by race and by SES. Negro-white distance increases with SES level. Father presence and pre-school experience also significantly related to I.Q. In both cases the difference is more pronounced for Negroes at fifth than at first grade level. When the entire mass of data is surveyed it becomes evident that on most of the social variables, the Negro group shows greater deprivation.

Eels, Kenneth, *et. al.*, *Intelligence and Cultural Differences*, Chicago: University of Chicago Press, 1951.

A classic study of the possible sources of cultural bias in I.Q. tests.

Klineberg, Otto, *Negro Intelligence and Selective Migration*, New York: Columbia University Press, 1935.

Asks whether the I.Q. test superiority of northern over southern Negroes is due to selective migration or to superior environment. The answer: (1) comparison of the grades of those Negro children who left the South with those who stayed behind shows no difference, (2) the intelligence test scores of New York Negro children rise in proportion to their length of residence in the city. Author reaches conclusion that environment, especially better schooling, must be the cause of higher scores of northerners.

Klineberg, Otto, "Negro-White Difference in Intelligence Test Performance: A New Look at an Old Problem," *American Psychologist* 18,(April, 1963), 198-203.

Reviews Shuey & McGurk evidence and emphasizes that studies on which they base their conclusions either do not really equate SES factors or else overlook caste differences which keep Negroes of the same economic class from living the same kind of life (not as much cultural stimulation). The argument against inherited differences is still strong. Averages conceal important individual differences.

Lee, Everett S., "Negro Intelligence and Selective Migration: A Philadelphia Test of Klineberg Hypothesis," *American Sociological Review*, 16 (April, 1951), 227-233.

A replication in Philadelphia of Klineberg's New York study with the added feature of successive test scores on the same children. Findings are that there is an increase in intelligence test scores with increased residence in Philadelphia. There is no such increase in the scores of Philadelphia-born subjects. Migrant children who enter first grade in Philadelphia are also inferior to Philadelphia-born, but by sixth grade there is no difference between their scores and those of Philadelphia born.

1. I. Q. - continued

Lesser, Gerald S., Fifer, Gordon, and Clark, Donald H., *Mental Abilities of Children in Different Social and Cultural Groups*, 1964, Hunter College, University of New York; Mimeographed summary of Final Report of May, 1962 -- August, 1963 Study.

Reports on study of verbal ability, reasoning, numerical facility, and space conceptualization in five year olds of four ethnic groups (Chinese, Jewish, Negro and Puerto Rican) and two social-class groups (middle and lower). Interesting statistical differences by both ethnicity and social class were found.

Lesser, Gerald S., "The Problems of Urban Education," Harvard University, mimeographed.

After discussing general problems of urban education, the paper focuses on four problems: restriction in the sampling of abilities by standardized I.Q. test, restriction in range of cultural groups present in the school, parental coaching, and differences among psychological testers. The mental abilities study is then described.

Moriber, Leonard, "School Functioning of Pupils Born in Other Areas and in New York City," Board of Education of City of New York (Bureau of Education Program Research and Statistics), Publication #168, May, 1961.

Statistical evidence of the relation of birth and length of residence in New York City to the test scores of pupils,(Negro, Puerto Rican and others). Supports and extends Klineberg's hypothesis.

North, Robert D., "Intelligence of the American Negro," Research Report, Anti-Defamation League of B'nai B'rith, 3 (November, 1956), Mimeographed.

Review of research with bibliography.

Pasamanick, Benjamin, and Knobloch, Hilda, "The Contribution of Some Organic Factors to School Retardation in Negro Children," *The Journal of Negro Education*, 27 (1958), 4-9. Also in Martin Grossack, (ed.), *Mental Health and Segregation*, 1963.

Evidence from many studies with a large number of subjects points to the conclusion that deprivation results in higher incidence for Negroes than for white people of premature or defective babies with brain injury. Author hypothesizes "a new *tabula-rasa* theory:" that at conception individuals are quite alike in mental ability. The special difficulties of many Negro boys may be due to the fact that in disorders consequent to brain injury (in the population at large) males predominate.

1. I. Q. - continued

Pettigrew, Thomas F., A Profile of the Negro American, Princeton: D. Van Nostrand, Inc., 1964.

Very compact and eloquent review of evidence on Negro personality and on Negro-white differences in health, intelligence, and crime. The role of the protest movement in closing the gap is analysed and summarized under the heading "Actual Gains and Psychological Losses." Very full and useful bibliography.

2. Grades and Achievement Level

Anderson, William F. J., "Instructional Problems of Integration," Phi Delta Kappan, 37 (May, 1956), 353-359.

A careful review of studies of differences between Negro and whites in achievement and reading which does not sufficiently control for region nor emphasize the differences in educational opportunity, but which does indicate consistent racial differences (from many tests) which increase with age.

Baehr, Rufus F.," 'Negro Dialect' and the Motive to Achieve," Integrated Education, 4 (February-March, 1966), 26-31.

Sixty-three students in the junior year of high school in Chicago were given TAT to measure achievement drive. Dialect was measured by a linquist in terms of Southern drawl or absence of it in two situations: informal and conversational, and a structured achievement oriented situation (vocabulary test). In the informal situation no difference was found in dialect between achievement oriented and non-achievement oriented. In achievement situation, dialect correlated with achievement orientation for boys. In all situations, a correlation was found between academic success and dialect. (The author interprets speech as a causative factor.)

Brookover, Wilbur B., Thomas, Shailer, and Paterson, Ann, "Self-Concept of Ability and School Achievement," Sociology of Education, 37 (Spring, 1964), 271-278.

Using a sample of 1,050 white seventh grade students, a significant positive relationship was found between self-concept of ability and grade point average, even with I.Q. controlled. Self-concept and grades also significantly and positively related to perceived evaluation of significant others, parents, favorite teacher and friend. Part of a continuing longitudinal study that involves experimental attempt to change achievement through changing self-concept and the perceptions of significant others.

2. Grades and Achievement Level - continued

Ferguson, Harold A., and Plaut, Richard L., "Talent: to Develop or to Lose," The Educational Record, 35 (April, 1954), 137-140.

Summarizes a study of five graduating classes in Montclair, New Jersey, 1948-52, and of a nationwide sample of 32 northern integrated high schools attended by large numbers of Negroes. The academic record of the Negroes in these schools is found to be very low.

Hickerson, Nathaniel, "Some Aspects of School Integration in a California High School," The Journal of Negro Education. 34 (Spring, 1965), 130-137.

Study of California high school, 19% Negro, 13% Mexican-American and 5% Filipino, reveals that Negroes are under-represented in A or B sections, in college preparatory curricula, in academic activities and on certain interscholastic teams. The proportion of Negroes in A sections of English, college preparatory curriculum and elective college preparatory classes is smaller than that of other ethnic groups, even when father's occupational level or student's I.Q. is controlled.

John, Vera P., "The Intellectual Development of Slum Children: Some Preliminary Findings," American Journal of Orthopsychiatry, 33 (October, 1963), 813-822.

Examines certain patterns of linguistic and cognitive behavior in a sample of Negro children from various social classes and finds consistent class differences in various language skills. Many differences are not significant at Grade 1, but are significant at Grade 5.

McQueen, Robert and Churn, Browning, "The Intelligence and Educational Achievement of a Matched Sample of white and Negro Students," School and Society, 88 (September 24, 1960), 327-329.

71 Negro elementary school children matched with white students of same age, sex, grade, residential area. I.Q. significantly lower for Negroes (6.18 points); Negroes .4 of a year lower in grade level achievement. Teachers' marks did not vary with race. No mention of racial composition of schools.

Stallings, Frank H., Atlanta and Washington: Racial Differences in Academic Achievement, Southern Regional Council, Report No. 1-16, Atlanta, Georgia (February 26, 1960).

The Atlanta study reports the results of the Stanford Achievement Tests given to all pupils in the fourth and sixth grades and of the Iowa test in arithmetic in the eighth grade. Achievement differences within the white and Negro groups were greater than differences between them. White schools' median reading score ranged from 3.8 to 8.5 and Negro schools from 2.6 to 4.4. Great overlap between white and Negro students, but on the average Negroes much below whites. Differences increase with age.

C. Aspiration

1. Of White Children

Alexander, C. Norman, Jr., and Campbell, Ernest Q., "Peer Influences on Adolescent Educational Aspirations and Attainments," American Sociological Review, 29 (August, 1964), 568-575.

Study of 1,410 high school male seniors in North Carolina by questionnaire. Greater liklihood of plans for college if best friend also plans to go. This relationship is strongest when "best friend" considers subject his "best friend" on questionnaire. A follow-up indicated that subjects were most likely actually to attend college if best friends did.

Cohen, Elizabeth C., "Parental Factors in Educational Mobility," Sociology of Education, 38 (Fall, 1965), 404-425.

Two groups of working class boys, matched in intelligence and school(50 planning to go to college and 50 not), were chosen. Their parents were interviewed and certain parental background factors, such as father being foreman or mother being downwardly mobile were found to be significantly related to son's college aspirations. Two types of parental orientation suggested: vocational orientation more characteristic of fathers and status orientation more characteristic of mothers.

McDill, Edward L., and Coleman, James, "High School Social Status, College Plans, and Interest in Academic Achievement: A Panel Analysis," American Sociological Review, 28 (December, 1963), 905-918.

Freshmen-to-senior panel analysis of data obtained from students of six midwestern high schools. Students of high status in adolescent social systems are more likely to change to positive orientation toward attending college and to a negative orientation toward academic achievement. Author's explanation of paradox is that teenagers feel that college promises adult status, but scholastic achievement carries the connotation of acquiescence and subordination to adults.

Michael, John A., "High School Climates and Plans for Entering College," Public Opinion Quarterly, 25 (Winter, 1961), 585-595.

See annotation on page 9.

Turner, Ralph H., The Social Context of Ambition, San Francisco: Chandler Publishing Company, 1964.

See annotation on page 10.

Wilson, Alan B., "Residential Segregation of Social Classes and Aspirations of High School Boys," American Sociological Review, 24 (December, 1959), 836-845.

See annotation on page 10.

1. Of White Children - continued

Wilson, Alan B., "Social Stratification and Academic Achievement, in A. Harry Passow, (ed.), *Education in Depressed Areas*, New York: Bureau of Publications: Teachers College. Columbia University, 1963, 217-235.

See annotation on page 10.

2. Of Negro Children

Antonovsky, Aaron, and Lerner, M. J., "Negro and White High School Youth in Elmira," in Antonovsky & Lorwin (eds.), *Discrimination and Low Incomes*, New York State Commission Against Discrimination, 1958.

A comparison of the background, school and work experiences and aspiration of all Negro youth and a sample of white youth in the most depressed area of Elmira. The Negroes are found to have higher aspirations than white of a similar SES level and to show a more positive attitude to school. A comparison of Negroes from broken and unbroken homes and from northern and southern backgrounds reveals few differences.

Boyd, George F., "The Levels of Aspiration of White and Negro Children in Non-Segregated Elementary School," *Journal of Social Psychology*, 36 (1952), 191-196.

Twenty-five Negro and 25 white sixth graders compared on target test, arithmetic test and future hopes and plans (I.Q. and SES matched). Negro group found to be higher on all three, but only significantly so on the target test.

Gist, Noel P., and Bennett, William S., "Aspirations of Negro and White Students," *Social Forces*, 42 (October, 1963), 40-48.

Questionnaire study of ninth and twelfth grade students in four large Kansas City high schools that varied from 10 - 100% Negro found no significant difference in educational or occupational aspirations of Negroes and whites, with SES and I.Q. held constant. The educational plans were lower than educational hopes for both races. There was little difference between occupational plans and hopes for either race. Author concludes that there is no evidence here of a Negro sub-culture.

Green, Charlotte, "The Occupational Ambitions of Two Groups of Negro Girls," Unpublished Masters Thesis, University of Chicago, 1947.

A comparison of the aspirations of Negro high school students (girls) in Chicago who have lived there all their lives with those who have spent most of their lives in the South finds higher aspirations for the northern group. (The high school is 30% white). However when social class level was controlled, the difference in level of aspiration disappeared.

2. Of Negro Children - continued

Herson, Phyllis, "Personal and Sociological Variables Associated with Occupational Choices of Negro Youth: Some Implications for Guidance," *Journal of Negro Education*, 34 (Spring, 1965), 147-151.

A review of the literature on occupational choice of Negroes.

Holloway, Robert G., and Berreman, Joel V., "The Educational and Occupational Aspirations and Plans of Negro and White Male Elementary School Students," *The Pacific Sociological Review*, 2 (Fall, 1959), 56-60.

313 Negro and white male pupils in sixth, seventh, and eighth grades in three Pacific Northwest elementary schools replied to questionnaire as to their educational and occupational aspirations. The educational aspirations of pupils of high and low SES and both races are high and essentially equal. Lower classes plan lower than they aspire, but this is not significantly more true of Negro than of whites. White middle class pupils have higher occupational aspirations than white and Negro lower class pupils, but occupational plans do not differ from aspirations in any of four race-class categories.

Lawrence, Paul F., "Vocational Aspirations of Negro Youth of California," *Journal of Negro Education*, 19 (Winter, 1950), 47-56.

The aspirations of a majority of Negro students for clerical and professional occupations are far in excess of the percent of their parents or of Negroes in the state in these occupations, and also in excess of the percentage of whites in these occupations.

Lott, Albert J., and Bernice E., *Negro and White Youth: A Psychological Study in a Border-State Community*, New York: Holt, Rinehart and Winston, Inc., 1963.

The values and goals of Negro and white youth, especially in relation to their educational and occupational aspirations were studied through a questionnaire in four Lexington, Kentucky high schools -- two Negro and two white. The instruments included a goal preference inventory, a study of values, and a test of insight to measure achievement and affiliation motives. Student leaders were interviewed. The authors feel they found both significant motivational difference and an important area of commonality between youths of two races.

Reiss, Albert J., Jr., and Rhodes, Albert L., "Are Educational Norms and Goals of Conforming, Truant and Delinquent Adolescents Influenced by Group Position in American Society?," *Journal of Negro Education*, 28 (Summer, 1959), 252-267.

Questionnaire survey of 21,720 boys and girls, grades 7-12, in Nashville, Tennessee, finds high aspirations for Negroes and also high value placed by them on college education, in comparison with whites.

2. Of Negro Children - continued

Rosen, Bernard, "Race, Ethnicity, and the Achievement Syndrome," American Sociological Review, 24 (February, 1959), 47-60.

A purposive sample of 954 mothers in 62 communities in four Northeastern states were interviewed and their sons were given a TAT test of N-Ach. Jewish and Protestant mothers were found to expect earlier independence than Negro mothers; Greek, French Canadian and Italian mothers later. Negro N-Ach scores for sons were significantly lower than scores for all other groups, for example, French Canadians. Social class is found to account for more variance than ethnicity, but both make a contribution to an individual's score. Negro scores on achievement values of mothers are among the highest across each social class. The aspiration level of Negro sons falls midway among ethnic groups. Here social class is not as significant as ethnicity.

Smith, Howard P., and Abramson, Mercia, "Racial and Family Experiences: Correlates of Mobility Aspiration," Journal of Negro Education, 31 (Spring, 1962), 117-124.

Sixty-six Negro and white lower class high school sophomores in New York studied by questionnaire. Results: no racial differences in perceived parental interest or expected parental reaction to school-related situations. Negroes tended to be more achievement oriented than whites, but not consistently or significantly so. Educational and vocational aspirations are significantly higher for Negroes. Negroes more often include "money," and "prestige," as the most important thing in life, and whites more often "happiness." Authors suggest Negroes may be reporting fantasy aspirations. Conclude race is doubtful basis for predicting aspiration.

Stephenson, Richard M., "Mobility Orientation and Stratification of 1,000 Ninth Graders," American Sociological Review, 22 (April, 1957), 204-212.

Questionnaire submitted to 1,000 ninth grade students in four urban communities in New Jersey in 1950 finds that students distinguish between plans and aspirations, with plans more related to their SES position. In comparison with whites, Negroes express lower occupational plans at each SES level but maintain similar high occupational aspirations.

Stetler, Henry G., Comparative Study of Negro and White Dropouts in Selected Connecticut High Schools, Hartford: State of Connecticut, Commission on Civil Rights, 1959.

A study of 1,055 Negro and white boys and girls who dropped out of twelve junior and senior high schools in the four largest cities in the state in the year 1956-57. These students are compared with a control group of non-dropouts. Data are based on school records and home interviews with 80% of the pupils. The Negro-white similarities and differences in school behavior, home background and past-school experience are enlightening.

D. Interracial Attitudes and Behavior

1. Children

Allport, Gordon W., The Nature of Prejudice, Cambridge, Massachussetts: Addison-Wesley Publishing Company, 1954.
See annotation on page 19.

Axline, Virginia M., "Play Therapy and Race Conflict in Young Children," Journal of Abnormal and Social Psychology, 43 (July, 1948), 300-310.
See annotation on page 15.

Bird, Charles, Monachesi and Burdick, "Infiltration and the Attitudes of White and Negro Parents," Journal of Abnormal and Social Psychology, 47 (July, 1952), 688-699.
Interviews with parents in changing neighborhood on their attitudes toward minority groups indicate that the majority of parents show ambivalence and do not give their children a consistent and clearly evident set of evaluations. As a result, the attitudes of white children to Negroes do not resemble those of their parents.

Clark, Kenneth B., and Mamie, "The Development of Consciousness of Self and the Emergence of Racial Identification in Negro Pre-School Children," Journal of Social Psychology, 10 (November, 1939), 591-599.
150 Negro children in segregated schools were shown drawings of white and colored boys, animals and a clown and were asked to identify themselves. Total group made more choices of colored boy than of white. The ratio of colored boy choices increased with age,especially between 3 & 4 years.

Clark, Kenneth B., and Mamie, "Emotional Factors in Racial Identification and Preference in Negro Children," Journal of Negro Education, 19 (Summer, 1950), 341-350.
Subjects asked to color objects and children the "color you are" and the "color you like little boys or girls to be." A significant difference was found between northern and southern children in their skin color preferences. Northern children more apt to choose white or bizarre color and to give explanations that avoided race. Findings interpreted by author as evidence of escapist tendency on part of northern children.

Clark, Kenneth B., Prejudice and Your Child, Boston: Beacon Press, Second Edition, 1963.
Summarizes research on and discusses the origin and effect of prejudice in children. Especially useful summary of author's own research using dolls and color choice to measure racial attitudes of Negro children.

Clark, Kenneth B., and Mamie, "Skin Color as a Factor in Racial Identification of Negro Pre-School Children," Journal of Social Psychology, 11 (February, 1940), 159-169.
Statistically significant increase in choice of colored boy as representing themselves shown by three year olds as darkness of own skin color increased. At all ages light children make more choices of white than of colored boy. Light children show sharp increase in identification with white boy between age of 3 and 4.

1. Children - continued

Goodman, Mary Ellen, Race Awareness in Young Children, Cambridge, Mass: Addison-Wesley Publishing Company, 1952.

Reports studies with nursery school children in integrated settings in Boston which show that very young children are aware of white-nonwhite differences and prefer white skin for themselves and their friends.

Gough, Harrison G., et. al., "Children's Ethnic Attitudes: I Relationship to Certain Personality Factors," Child Development, 21 (June, 1950), 83-91.

Item analysis of public school children's personality test responses with Social Distance, and General Intolerance Scales, and (Negro) Attitude Scale reveals some consistent correlations. Prejudiced children are found to be generally more fearful, guilt-ridden, suspicious, and lacking in self-confidence.

Grossack, Martin M., "Attitudes Towards Desegregation of Southern White and Negro Children," in Martin M. Grossack (ed.), Mental Health and Segregation, New York: Springer Publishing Company, 1963.

130 Negro and 90 white 9th and 10th grade children in Little Rock, Arkansas were given open-ended questionnaire in 1954: 1. How do you feel about having Negroes and whites attend same schools? 2. How do most Negroes feel about having Negroes and whites attend same schools? 3. How do most white people feel about having Negroes and whites attend same schools? 4. How are whites and Negroes alike? 5. How are whites and Negroes different? Findings: Negro children much more favorably disposed to school desegregation than are white children. Both groups perceive adults as favoring segregation,but Negro less likely to perceive adults as favoring segregation.

Grossack, Martin M., "Group Belongingness among Negroes," in Martin M. Grossack (ed.), Mental Health and Segregation, New York: Springer Publishing Company, 1963. Reprinted from Journal of Social Psychology, 43 (1956), 167-180.

57 Negro children, 10 - 16,(interviewed by Negro students)and 126 Negro college students answered open-end questionnaire: 1. What does being a Negro mean to you? 2. What are some of good things about being a Negro? 3. What are some of bad things about being a Negro? 4. What does the future hold for Negro people? More evidence of pride in group membership among college students. Author identifies five qualitatively different reaction types, non-defensive group pride, ethnocentric group pride, ambivalent, defensive reaction and hostile reactions toward own group.

1. Children - continued

Katz, Irwin, "Conflict and Harmony in an Adolescent Interracial Group," Research Series #1, New York University Press, 1955.
A longitudinal case study of one interracial teen-age club, with an analysis of the group processes and the causes of interracial friction.

Morland, Kenneth J., "Racial Recognition in Nursery School Children in Lynchburg, Virginia," Social Forces, 37 (December, 1958), 132-137.
454 nursery school children in six schools (1 Negro) tested on ability to identify white and colored persons in pictures and to identify race of interviewer and self. Findings were that ability to recognize race increases with age, and most rapidly during fourth year. At four and five white children are significantly higher in recognition ability than Negroes. Though 99.5% of white children said they were white, only 52% of colored children said they were colored, and many did so reluctantly with signs of emotional strain.

Traeger, Helen G., and Yarrow, M. R., They Learn What They Live. New York: Harper and Brothers, 1952.
Early but important study of racial and religious prejudice in young children.

D. Interracial Attitudes and Behavior

2. Adults

Banks, W. S. M., II, "The Rank Order of Sensitivity to Discrimination of Negroes in Columbus, Ohio," American Sociological Review, 15 (August, 1950), 529-534.
Author found that Negroes resent all discrimination moderately or very much, but that those with higher level of education or occupation or who had been brought up in the North tend to be less sensitive to discrimination.

Brink, William, and Harris, Louis, The Negro Revolution in America, New York: Simon & Schuster, 1964.
Reports on the results of a questionnaire study of a "cross section of Negro Americans" by Newsweek staff which aimed at discovering the goals of the Negro revolt.

Cothran, Tilman C., "Negro Conceptions of White People," American Journal of Sociology, 61 (March, 1951), 458-467.
A study in New Orleans of Negro stereotypes of white people reveals a high degree of uniformity of response, a tendency towards unfavorable response, and that lower classes are more intensely unfavorable than upper or middle classes.

2. Adults - continued

Fiander, Richard, "Socioeconomic and Attitudinal Characteristics Which Affect the Racial Composition of Neighborhoods," Administrative Career Program Special Paper, Harvard Graduate School of Education, July, 1965.

See annotation on page 7.

Freeman, Howard E., Armor, David, Ross, J. Michael, and Pettigrew, T. F., "Color Gradation and Attitudes Among Middle Income Negroes," American Sociological Review, 31 (June, 1966) 365-

Interviews with 250 middle income Negro housewives in Boston indicates that skin color is associated with other attributes of social status but not as strongly correlated with attitudes as are objective class measures. In the case of anti-white feelings, it does independently predict response, with the darkest Negroes holding least favorable attitudes toward whites.

Johnson, Robert, "The Nature of the Minority Community," Unpublished Ph.D. dissertation, Cornell University, 1953.

The complete report of the study summarized in Milton Barron, American Minorities.

Johnson, Robert, "Negro Reactions to Minority Group Status," in Milton Barron, (ed.) American Minorities, New York: Knopf, 1957, 192-214.

Reports a study (in a middle-sized upstate New York city of 60,000) of the Negro community. Discusses barriers to communications and Negro race attitudes in terms of five continuums:

Hostility - friendliness
Insulation - integration
Lassitude - militance
Avoidance - whiteward mobility
Self-hatred - race pride

Describes six types: Old Negroes, Uncle Toms, Whitewardly mobiles, Race men, Hostiles, New Negroes.

Lincoln, C. Eric, The Black Muslims in America, (abridged in Raab, American Race Relations Today), Boston: Beacon Press, 1961.

Study duplicates Cothran, 1951, in North rather than Deep South. Using the same conceptions as Cothran, researchers found high recognition of stereotype statements as attitudes about whites. Lower class was most

2. Adults - continued

McDaniel, Paul A., and Babchuk, Nicholas - continued

familiar with stereotypes, upper class least familiar. Lower class most often in agreement with unfavorable statements, more so than Southern sample was. Northern sample less often gave neutral response.

Noel, Donald L., "Group Identification Among Negroes: An Empirical Analysis, The Journal of Social Issues, 20 (April, 1964), 71-84.

Data collected as part of the Cornell study from a probability sample of 515 Negroes in Bakersfield, California, and Savannah, Georgia, is analyzed to test hypotheses about the relation of group identification to aspects of the personality structure and social milieu. Those who reject the outgroup also are found to reject the ingroup. Education, occupation, and interracial social contact are positively related to group identification.

Parker, Seymour, and Kleiner, Robert, "Status Position, Mobility and Ethnic Identification of the Negro," The Journal of Social Issues, 20 (April, 1964), 85-102.

Support for reference group theory and Frazier's contention in Black Bourgeousie, that upper and middle class Negroes are ambivalent in their ethnic attitudes, is found in an interview study of 1,489 Philadelphia Negroes. The higher the status the more favorable the attitude toward white-collar occupation and living in a predominantly white neighborhood and the more ambivalent the attitudes in hypothetical racial situations. A class index is devised on the basis of the criteria of social status named by sample members (Education 4.4, + Income 2.5, + Occupation 1).

Westie, Frank R., and Howard, David H., "Social Status Differentials and the Race Attitudes of Negroes," American Sociological Review, 19 (October, 19[illegible]), 584-591.

Authors found an inverse relationship between the class status of Negroes and the social distance they expressed towards whites. There is least distance expressed towards whites of high status; upper status Negroes are less categorized in their responses than are lower status Negroes; and the responses of Negroes to whites varies according to the area of interaction.

Williams, Robin M., Jr., Strangers Next Door, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Brings together the research findings of a series of field studies conducted between 1948 and 1956 by John P. Dean, Edward A. Suchman, and Robin M. Williams. Though initiated in Elmira, New York, data were collected on a nationwide basis and covered other ethnic, as well as Negro-white, relations. Topics include personality and prejudice, patterns of segregation and discrimination, the minority community and social change.

Works, Ernest, "The Prejudice-Interaction Hypothesis from the Point of View of the Negro Minority Group," The American Journal of Sociology, 67 (July, 1961), 47-53.

Hypothesis that Negroes in an integrated housing project will be less prejudiced than in nearby segregated project is upheld in the case of wives, but difference in the same direction for husbands lacks significance.

IV. RELATION OF MAIN INDEPENDENT VARIABLE (SCHOOL RACIAL MIX) AND DEPENDENT VARIABLES

A. Discussion, Opinion, or Review of Research of Others

Armstrong, C. P., and Gregor, A.James, "Integrated Schools and Negro Character Development: Some Considerations of the Possible Effects," Psychiatry, 27 (February, 1964) 69-72.

Reviews studies by Clark, Goodman, Lundberg & Dickson and others and concludes that bi-racial schools may be harmful to members of the minority group. "There may be periods critical to the process of ego development during which insulation from interracial tension might reduce psychological hazards."

Bernard, Viola, "School Desegregation: Some Psychiatric Implications," Psychiatry, 21 (1958), 149-158.

Draws on Psychiatric Aspects of School Desegregation, on which she collaborated. A discussion of issues, not a research report. Author believes, on the basis of the available scientific evidence and her own rather widely varied clinical experience, that enforced segregation has detrimental effects on personality development.

Deutscher, Max, and Chein, Isidor, "The Psychological Effects of Enforced Segregation: A Survey of Social Science Opinion," Journal of Psychology, 26 (October, 1948), 259-287.

Reports results of questionnaire sent to members of American Ethnological Association, American Sociological

Deutscher, Max, and Chein, Isidor - continued

Association, and American Psychological Association to ask their opinions as to the effect of enforced segregation on minority group members. 61% replied and of these 83% believe segregation has a detrimental effect. The majority mentioned their own professional experience or the research of others as the basis of their opinion.

Fishman, Joshua A., "Childhood Indoctrination for Minority-Group Membership," Daedalus, 90 (Spring, 1961), 329-349.

The effect of attendance at ethnic schools on Negroes, Catholics and Jews is compared by means of a review of the literature. Conclusion that such education does not rechannel major strivings and behavior of child in relation to the core culture. Argument is weakest regarding Negro where segregated schooling is involuntary and references are scarce and dated.

Goldstein, Melvin, "De Facto Segregation: Psychology and the Law," submitted to Professor Albert M. Sacks in the Seminar on Civil Rights, Harvard Law School, April 28, 1965.

A critical evaluation of the evidence of the effect on Negro children of segregation, desegregation, and integration.

Grossack, Martin M., "Psychological Considerations Essential to Effective Educational Integration," Journal of Negro Education, 34 (Summer, 1965), 278-287.

The article is a discussion of the psychological attributes of Negro children which should be, in the opinion of the author, considered before and during integration of schooling. Preparation of the child includes pre-school and personality screening. During integration concerted efforts to reduce possibilities of rejection and isolation are needed (e.g., no Negro child placed in a classroom without at least one other Negro of same sex). Proposes that children be given explicit mental health adjustment education.

Group for the Advancement of Psychiatry, Psychiatric Aspects of School Desegregation, New York, Report #37, 1957.

A series of predictions as to the probable effect on children of school desegregation is developed on the basis of previous, related, but not directly relevant, research. The authority of the discussion lies in the professional insight of the authors.

Haggstrom, Warren, "Segregation, Desegregation, and Negro Personality," *Integrated Education*, 1 (October-November, 1963), 19-23.

Summarizes and discusses the research evidence of others on the effect of segregation and desegregation on Negro children. Very objective.

Holland, Florence N., "A Comment on the Segregated Learning Situation as an Insulating Device for the Negro Child," *Psychiatry*, 27 (August, 1964), 301-303.

Answer to Armstrong and Gregor, "Integrated Schools and Negro Character Development," *Psychiatry*, 27 (1964) 69-72. If a child is secure in his intra-familial relations and has internalized positive object relation, he soon re-establishes his equilibrium (upon desegregation). Author feels that psychic tensions of desegregation have been exaggerated. The emotionally deprived Negro child will not thrive without help in either environment.

Lesser, Gerald S., Rosenthal, Polkoff, and Pfankuch, "Some Effects of Segregation and Desegregation in the Schools," *Integrated Education*, 2 (June-July, 1964), 20-26.

Summarizes evidence that tends to show that academic achievement, self-concept and motivation to learn of Negro children are adversely affected by attendance at segregated schools. Unfortunately, the evidence is neither direct nor strong.

Milner, Esther, "Some Hypotheses Concerning the Influence of Segregation on Negro Personality Development," *Psychiatry*, 16 (August, 1953), 291-297.

On the basis of her wide experience with southern and northern Negroes, the author develops a series of hypotheses: that legal segregation in the South is not different in kind from "tacit" segregation in the North; that both affect the young child indirectly through their effect on his family; that by early adolescence either type of segregation and the culture-interpreting media communicate to the child that he is different and devalued; and that this produces a severe personal emotional stress situation which can be more or less devastating according to the individual's psychological health or ego strength.

Pettigrew, Thomas F., and Pajonas, Patricia J., "Social Psychological Considerations of Racially Imbalanced Schools," paper presented at New York Education Department Conference, March, 1964, and included as reference material in Report of the Advisory Committee on Racial Imbalance and Education of the Massachusetts State Board of Education, April, 1965, 87-108.

A discussion of the importance of racial comparability of learning and performance situations, of

Pettigrew, Thomas F., and Pajonas, Patricia J., - continued

universalistic standards, of openness to experience and tolerance of ambiguity for the development of creativity, and of learning to play a role that does not fit the Negro stereotype. All of these are viewed as more possible in an integrated than in a segregated classroom. A design for research on the effects of racial mix on children is proposed.

Pinderhughes, Charles A., "Effects of Ethnic Group Concentration upon Educational Process, Personality Formation, and Mental Health," *Journal of National Medical Association*, 56 (1964), 407. Appended to Report of the Advisory Committee on Racial Imbalance and Education, Massachusetts State Board of Education, April, 1965.

Discusses "hidden curriculum," the importance of school climate and peer-learning, the legacy of "southern compound," and the effect of ethnic group concentration upon mental health. Discursive, with little empirical evidence.

Seasholes, Bradbury, "Impact of Racial Imbalance and Balance," Paper appended to Report of the Advisory Committee on Racial Imbalance and Education, Massachusetts State Board of Education, April, 1965, 104-118.

During April, 1964, members of the American Educational Research Association were polled by mail to ascertain their opinions concerning the impact of racial homogeneity on academic achievement and on Negroes' perceptions of their ultimate place in society. On the average, the respondents (1/4 membership) felt that attendance at a heavily Negro school would have a somewhat bad effect on academic achievement and status in society. The effect on white children of attending heavily white schools was felt to be neither good nor bad.

Suchman, Edward A., Dean, John P., and Williams, Robin M., *Desegregation: Some Propositions and Research Suggestions*, New York: Anti-Defamation League of B'nai B'rith, 1958.

On the basis of scoial science theory and knowledge, a series of propositions are developed as to the probable trends and consequences in the course of school desegregation. The focus is on the South, but many of the propositions are applicable to de facto segregation as well. A number of research approaches are then outlined. Very useful.

B. Empirical Evidence

1. Personality and Self Concept

Coles, Robert, "Bussing in Boston," New Republic (October 2, 1965), 12-15.

History of "Boardman School Movement" -- from its beginning as the result of one group of parents' refusal to send their children to a ghetto school to its spread as a movement of organized parents, locally arranging bussing for their children. Coles comments favorably on his observations of the first group of bussed children. These became more aware of their city, and of its variety, more interested in school, and friendly with white students. Finally, Coles notes the leadership role falling to the originating parents as other groups come to them for help.

Coles, Robert, "Children and Racial Demonstrations," The American Scholar, 34 (Winter, 1964-65), 78-92.

Youthful Negro participants in civil rights struggle seem more adult than their parents and strengthened rather than hurt by their sufferings. They have counterparts in all ages and countries and in many ways the times allow them more psychological health than it grants white middle-class youth.

Coles, Robert, "The Desegregation of Southern Schools: A Psychiatric Study," in Hubert H. Humphrey, (ed.), School Desegregation, documents and commentaries, New York: Thomas Y. Crowell Company, 1964, 201-229.

A discussion of observations made in a two-year study of six and seven year olds in the integrated schools of New Orleans and of sixteen and seventeen year olds in the integrated high schools of Atlanta. Effects of integration on students, classrooms, teachers are studied. Careful, perceptive commentary.

Coles, Robert, "It's the Same, But It's Different," Daedalus, 94 (Fall, 1965), 1107-1132.

Discusses the effects on Negro children of participating in desegregation and demonstrations in the South.

Coles, Robert, "When Northern Schools Desegregate," Integrated Education, 4 (February-March, 1966), 9-11.

The effect on Negro children of bussing across town to an integrated school in Boston and the reactions through time of the white children in this school -- the impressions and "participant observations" of a psychiatrist. (Very brief and general. Not quantitative.)

1. Personality and Self Concept - continued

Greenberg, Herbert M., "Some Effects of Segregated Education on Various Aspects of the Personality of those Members of Disadvantaged Groups Experiencing this Form of Education," New York University, Dissertation Abstracts, 15 (1955), 1784.

Comparison of Negro and blind college students with "normal" students in integrated and segregated schools. Findings: Negro and blind integrated students less neurotic, becoming more "healthy" by senior year (segregated stayed same). No significant difference in sociability. Integrated high school Negro women were healthier than segregated, but no increase over time. Integrated more self-confident, not increasing with age. Segregated college women more sociable than integrated. Women showed generally less conclusive results.

Jones, Lewis W., "Negro Youth in the South," in Eli Ginzberg (ed.), The Nation's Children, New York: Columbia University Press, 1960, 51-77. Vol 3

Discusses the changes that desegregation and the Negro revolt have brought to Negro youth in the South. Children must make precocious decisions. They experience drastic change and see themselves as leaders. The result is improved self-image, though some personality difficulties may also result.

Prosser, I. B., "Non-Academic Development of Negro Children in Mixed and Segregated Schools," Unpublished doctoral dissertation, University of Cincinnati, 1933. Reviewed by J. St. Clair Price in Journal of Negro Education, 3(1934), 269-273.

Prosser's study is an attempt to find what non-academic advantages might be accrued by Negro students in integregated situations. Personality tests showed "more favorable" personality resulted from segregated schooling. (No examples of what was deemed "favorable.") Reviewer claims that study is invalid because it does not control for the different personality types which choose segregated or integrated schooling, nor of the families which would place child in one or the other kind of school.

Pugh, Roderick W., "A Comparative Study of the Adjustment of Negro Students in Mixed and Separate High Schools," The Journal of Negro Education, 12 (Fall, 1943), 607-616.

206 Negro high school and junior high school students in Ohio filled out questionnaires on school adjustment and on racial attitudes. Students in mixed and segregated schools showed no difference in total adjustment, although students in mixed schools were better adjusted to home and family and were more satisfied with school administrators and teachers.

Stinson, Harold, "The Effect of Desegregation on the Adjustment and Values of Negro and White Students," Unpublished dissertation, George Peabody College for Teachers, 1963, Summarized in Dissertation Abstracts, 24 (1964), 5152.

34 out of 40 Negro students who transferred to white high schools were matched with equal groups from desegregated white schools, segregated white schools, and segregated

1. *Personality and Self Concept* - continued

Stinson, Harold - continued
Negro schools. Tested in September, 1962 and again in September, 1963. Significant *changes* in self-concept, self-acceptance found, but no significant *differences* between segregated and desegregated groups. Acceptance of others was significantly different between segregated and integrated schools. Changes did not differ by race.

2. Achievement

Anastasi, Anne and D'Angelo, Rita Y., "A Comparison of Negro and White Pre-School Children in Language Development and Goodenough Draw A-Man I.Q.," *Journal of Genetic Psychology*, 81 (December, 1952), 147-165.

One hundred five year olds attending New York Welfare Day Care Centers (25 Negro and 25 white uniracial; 25 Negro and 25 white biracial), alike on SES, show no significant difference in Goodenough Drawing-A-Man I.Q.

Clark, Kenneth B., and Plotkin, Lawrence, *The Negro Student at Integrated Colleges*, New York:National Scholarship Service and Fund for Negro Students, 1963.

Follow-up study of 509 Negro students who had assistance from N.S.S.F.N.S. between 1952 and 1956. The dropout rate is found to be ½ the national average and the college grades to be average, though the group had lower scholastic aptitude scores and were from lower SES background than their white counterparts.

Ferguson, H. O., and Plaut, R. L., "Talent: to Develop or to Lose," *The Educational Record*, 35 (April, 1954), 137-140.

See annotation on page 28.

Hansen, Carl F., "The Scholastic Performances of Negro and White Pupils in the Integrated Public Schools of the District of Columbia," *Harvard Educational Review*, 30 (Summer, 1960), 216-236.

A summary of the experience of Washington, D. C. schools since desegregation in 1955, by the Superintendent of schools. Points to a general upgrading of achievement levels in the city, in spite of the fact of the growing percent of Negroes in the pupil population. Simultaneous reduction of pupil/teacher ratio, increase in reading clinic staff, and expansion of psychological services, etc. make it difficult to assess the contribution of desegregation *per se*.

Katz, Irwin, "Review of Evidence Relating to Effects of Desegregation on the Intellectual Performance of Negroes," American Psychologist, 19 (June, 1964), 381-399.

The author first reviews the research of others and postulates that social threat contends with social facilitation, the probability of success with the threat of failure. Under desegregation the Negro will suffer from fear of competition with whites, from inadequacy of previous training, and from unrealistic inferiority feelings. Author then reports on his own laboratory experiments on Negro performance in a bi-racial situation, which lead to a similar conclusion. The best review of research of others and the most interesting empirical findings on the subject to date.

Katz, Irwin, Goldston, Judith, and Benjamin, Lawrence, "Behavior and Productivity in Bi-racial Work Groups," Human Relations. 11 (May, 1958), 123-41.

College students working in bi-racial groups (of four) were studied in terms of social behavior and productivity. Variables were prestige, defined by the alleged basis for selection of subjects, and group or individual basis for reward. Negroes spoke more to whites than whites to Negroes; whites spoke most often to whites. Reward variable affected only a few behavior items; group reward had most favorable effects. High prestige had few but unfavorable effects: larger ethnic difference in communication, more favoring of whites.

Katz, Irwin, and Greenbaum, Charles, "Effects of anxiety, threat, and racial environment on task performance of Negro college students," Journal of Abnormal and Social Psychology, 66 (6), 1963, 562-567.

Study of effect on Negro efficiency of varying stress (expectation of mild or of strong shocks) and race of work partner. Negro performance of a digit-letter substitution task better in white - mild situation than in Negro - mild, and better in Negro-strong than in White-strong.

Katz, Irwin, Robinson, Epps and Waly, "The Influence of Race of the Experimenter and Instructions upon the Expression of Hostility by Negro Boys," The Journal of Social Issues, 20 (April, 1964), 54-59.

72 male high school students in Nashville given hostility scale on one day and on subsequent day divided into four groups on basis of whether tester was Negro or not and test was described as intelligence test or not. Under neutral conditions race of tester made no difference, but when test was described as intelligence test hostility was suppressed if tester was white and increased if tester was Negro.

2. Achievement - continued

Katzenmeyer, Willaim Gilbert, "Social Interaction and Differences in Intelligence Test Performance of Negro and White Elementary School Pupils," Unpublished dissertation, Duke University, 1962, reported in Dissertation Abstracts, 24 (1963), 1904.

Reports on tests of pupils entering kindergarten in Jackson, Miss., 1061 white, 193 Negro. White I. Q. scores significantly higher for entrance and after second grade. Whites increased 1.87 between tests, Negroes increased 6.68. Results interpreted as influence of social interaction on minority. Author's comment: integration per se is not enough for equalization -- assimilation must be guided and encouraged.

Samuels, Ivan G., "Desegregated Education and Differences in Academic Achievement," Unpublished dissertation, Indiana University, reported in Dissertation Abstracts, 19 (1958), 1293.

Students were matched by I. Q., pre-school readiness, attendance, health, and SES. White students were higher in achievement before integration, gap widened at end of first year of integration, then decreased or held constant at end of second year. In achievement Negro subjects in integrated school were behind those in segregated school in grades 1 and 2, but ahead in grades 3 to 6. Sample size not given. Area presumably Indiana.

Stallings, Frank H., "A Study of the Immediate Effects of Integration on Scholastic Achievement in the Louisville Public Schools," Journal of Negro Education, 28 (Fall, 1959), 439-444.

Evidence that whites made significant gains in achievement in the year following desegregation whether in schools with very few or a substantial number of Negroes. Gains of Negro pupils were greater still, but were greatest when they remained with Negro teachers, i.e. in all-Negro schools.

Wolff, Max, "Racial Imbalance in Plainfield Public Schools," Annex Special High School Study, Board of Education, Plainfield, New Jersey, July, 1962, (Mimeographed).

A comparison of the students in the sixth grade in all-Negro school and integrated school. No control for social class. The children in the desegregated situation had higher achievement scores and lower drop-out rate and were more likely to attend college.

2. Achievement - continued

Wolman, T. G., "Learning Effects of Integration in New Rochelle," Integrated Education, 2 (December, 1964-January, 1965), 30-31.

Negro children who chose, or whose parents chose, to go to a school other than their 98% Negro neighborhood school were studied. Metropolitan Achievement Test scores were the only indices of growth available. No statistical differences found between those who transferred and those who stayed in neighborhood school. Kindergarten group alone did show positive effect of integration: significantly higher scores on Metropolitan Reading Readiness than non-transfer groups. Emphasizes importance of socio-economic milieu. Author attributes lack of significant differences in transfer group to anxiety and novelty of situation.

3. Aspiration

Wilson, Alan B., "The Effect of Residential Segregation upon Educational Achievement and Aspirations," unpublished dissertation in Education, University of California, Berkeley, 1960.

In the elementary schools of Berkeley, California, 35% of the Negro pupils aspire to professional or executive occupations and 72% desire a college education in schools in which they are a majority of the population. In schools in which Negroes are in the minority only 27% aspire to professional occupations and 55% to a college education. In these same schools, the aspirations of the white students vary in the opposite direction. The author's interpretation is that a segregated minority can maintain higher hopes when it "is not demoralized by continuous token of its imposed inferiority."

4. Interracial Attitudes and Behavior

Bradley, Gladyce H., "Friendship Among Students in Desegregated Schools," Journal of Negro Education, ~~34~~ 33 (Winter, 1964), 90-92.

82 college and 149 high school Negro students who had been in desegregated schools were asked to name five friends from their previous school days. A significantly higher number of Negro friends were named, even though white students had been a considerable majority. More college than high school students named white friends.

4. Interracial Attitudes and Behavior - continued

Campbell, John D., Yarrow and Yarrow, "A Study of Adaptation to a New Social Situation," Journal of Social Issues, 14 (1) (1958), 3-28.

At the end of two weeks in an interracial camp, children still tended to prefer white cabin mates as friends, but there is a statistically significant drop in the extent to which they are the favored group.

Campbell, John D., and Yarrow, Marian R., "Personal and Situational Variables in Adaptation to Change," Journal of Social Issues, 14 (1) (1958), 29-46.

Evidence based on study of Negro and white children in an interracial camp suggests that desegregation holds greatest initial hazards for Negro girls.

Clark, Kenneth B., and Mamie, "Segregation as a Factor in the Racial Identification of Negro Pre-School Children, a Preliminary Report," Journal of Experimental Education, 8 (December, 1939), 161-163.

Negro children from mixed & semi-segregated New York nursery schools and from segregated Washington nursery schools were compared on responses to pictures of white and colored boys, animals, and a clown. Desegregated children made fewer choices of colored boy. A general tendency for colored boy to be chosen more frequently with increasing age, but shift came later in desegregated school.

Criswell, Joan H., "Racial Cleavage in Negro-White Groups," Sociometry, 1 (July, 1937), 81-89.

Sociometric study of 950 boys and girls in a public school in Brooklyn which was 75% Negro finds cleavage greater between sexes than between races. In lower grades Negro frequently prefer whites, whites prefer each other. In older grades increasing self-preference of both racial groups.

Criswell, Joan H., "Sociometric Methods of Measuring Group Preference," Sociometry, 6 (November, 1943), 398-408.

Describes Index of Self-Preference technique for measuring group preference in a classroom.

Deutschberger, Paul, "Interaction Patterns in Changing Neighborhoods: New York and Pittsburgh," Sociometry, 9 (November, 1946), 303-315.

White, male adolescents in stable and racially changing neighborhoods compared through interviews before and after a six month interval. Subjects from changing neighborhood showed smaller and contracting friendship range, discontinuance of voluntary association with unlikes after the age of 13, and neighborhood-bound interpersonal relations. Conclusion: Evidence is overwhelmingly against the hypothesis that day-to-day contact with unlikes leads to greater inter-ethnic tolerance.

Dwyer, Robert J., "A Report on Patterns of Interaction in Desegregated Schools," *Journal of Educational Sociology*, 31 (March, 1958), 253-256.

The author presents conclusions drawn from observation in Missouri school districts in which Negroes composed no more than 10% in any one school. The conclusions are:

(1) The lower the age, up to secondary level, the better the accomodation.
(2) Boys adjust more easily than girls.
(3) Associations are more informal on elementary level.
(4) There is little carry-over from one interracial situation to another.
(5) Interaction increases with duration of integration.

Gottlieb, David, and TenHouten, Warren, "Racial Composition and the Social Systems of Three High Schools," *Journal of Marriage and the Family*, 27 (May, 1965) 205-212.

Racial composition is found to be an important determinant of the student social system in three northern urban high schools. Negro students entering previously all-white school participate in activities involving minimum of cross-racial interactions. As the percent of Negro students increases, two separate social systems emerge. When racial changeover is complete and the school has become de facto segregated, Negro students spread out into all activities and behave much like white students in the white high school.

Kupferer, Harriet J., "An Evaluation of the Integration Potential of a Physical Education Program" *Journal of Educational Sociology*, 28 (October, 1954), 89-96.

Four classes of freshman girls in a Connecticut high school studied through eight weeks of a physical education course. Sociometric question: "with whom would you like to work?" administered every two weeks. Few if any positive changes towards cross-racial choices developed.

Lee, Frank, "A Cross-Institutional Comparison of Northern and Southern Race Relations," *Sociology and Social Research*, 42 (January, 1958), 185-191.

The North separates the races in most areas of behavior but not in education in the small Connecticut town in which the study was conducted. In 1950 the town's school system was the least discriminating area of behavior.

Lee, Frank, *Negro and White in Connecticut Town*, New York: Bookman Associates, 1961.

Interviews with most of the Negro family heads and a sample of whites in the town reveals great separation of the races in most areas of behavior and considerable prejudice and discrimination. Race relations are better in public schools than in any other area.

Lundberg, George, and Dickson, Lenore, "Interethnic Relations in a High School Population," *American Journal of Sociology*, 58 (July, 1952), 1-10.

Sociometric questionnaire study in large interethnic high school in California. Non-Jewish white majority students found to be more than twice as egocentric in high school in which they were a smaller percentage of population. True of each ethnic group.

Lundberg, George A., and Dickson, Lenore, "Selective Association Among Ethnic Groups in a High School Population," *American Sociological Review*, 17 (February, 1952), 23-35.

Every ethnic group shows preference for its own members in each of four relationships -- leadership, work, friendship, and dating. In choosing friends non-Jewish white prejudice towards minorities is less than that of minorities towards them. All minorities are least ethnocentric in choosing leaders and progressively more so in regard to work-partners, dates and friends. Non-Jewish whites are least ethnocentric in choosing friends, but most ethnocentric in choosing dates.

Newmark, Norma L., and Garry, Samuel, "Human Relations and Industrial Arts, 1962-1963," Board of Education, New York.

Open enrollment, resulting in greater desegregation, provided the setting for this study of junior high school students. In industrial arts classes, an "assembly line" organization was instituted, in which each student was dependent upon 3 or 4 other students (usually of his choice) for completion of assignments. After one week, sociometric choices for work partners tended to be more based on observed talent than on friendship -- hence led to the inclusion of the open-enrollment students. By end of pilot study, talented boys were "lionized," regardless of race. When open-enrollment students were in the majority, they tended to reject neighborhood students even when accepted by that group. For girls, highly skilled partners were not preferred; friendship and good work habits were the bases of choice.

4. Interracial Attitudes and Behavior - continued

Raths, Louis and Schweickart, E. F., "Social Acceptance Within Interracial School Groups," Education Research Bulletin, 25 (April, 1946), 85-90.

Paragraphs describing varying degrees of social acceptance were given to fifth and sixth graders in Ohio. The students were asked to match each child in his school room to one of the paragraphs. Scores for each child were then computed by adding the attributed paragraph-rating. Negro children showed lower acceptance of their like-sex white schoolmates than white acceptance of Negroes. Both were high in acceptance, however.

Rosner, Joseph, "When White Children are in the Minority," The Journal of Educational Sociology, 28 (October, 1954), 69-72.

Twelve year old white boys' attitudes towards self, color and racial role in two institutions for neglected, dependent and delinquent children were compared. White boys and teachers were in minority in one institution, in the majority in the other. In both institutions, white children were prejudiced against Negroes, but they only showed it verbally in the institution in which they were in the majority.

St. John, Nancy Hoyt, "De Facto Segregation and Interracial Association in High School," Sociology of Education, 37 (Summer, 1964), 326-344.

Data gathered in two long-integrated northern high schools which are one-sixth Negro indicate more formal than informal interracial association. Negroes participate and hold office in non-academic school organizations as frequently as white students. Sociometric choices of both races show in-group preference that increases with intimacy of the relation, but the in-group preference of Negroes exceeds that of whites. The hypothesis of a significant negative relationship between elementary school segregation and Negro students' high school participation, office-holding and sociometric choice of white classmates is not supported, but there is as predicted a significant negative relation between elementary school segregation and number of sociometric choices received from whites.

Webster, Staten W., and Kroger, Marie N., "A Comparative Study of Selected Perceptions and Feelings of Negro Adolescents with and without White Friends in Integrated Urban High Schools," The Journal of Negro Education, 35 (Winter, 1966), 55-61.

Questionnaire study of 312 San Francisco Negro high school students, male and female. Comparison of self-

Webster, Staten W., and Krager, Marie N. - continued

perception, perception of own potential as a Negro, and perception of Negroes as a group studied. Significant findings were that Negro students with one or more white friends felt more sure of a favorable future for themselves, and had higher self-esteem (intellectual, social, and total). No significant difference was found between students with and without white friends in their attitudes towards Negroes as a group. Carefully tied to previous research.

Webster, Staten W., "The Influence of Interracial Contact on Social Acceptance in a newly Integrated School," Journal of Educational Psychology, 52 (December, 1961), 292-296.

Study of Negro and white junior high school children before and after integration and of a control group of non-integrated Negro and white children. A negative change found in white social attitudes toward Negroes, a positive change for Negroes, but not significant when compared to Negro control group.

Yarrow, Marian Radke (ed.), "Interpersonal Dynamics in a Desegregation Process," Journal of Social Issues, 14 (1) (1958), 1-62.

The whole issue reports on an experiment in desegregation. Five articles by John D. Campbell, Leon J. Yarrow and Marion Radke Yarrow Describing segregated and integrated summer camps attended by 1100 children in ten two-week sessions. Observations, interviews, and numerous techniques used to evaluate the adjustment of the children to desegregation in comparison with the control group in the segregated session.

Yarrow, Marian Radke, Campbell, John D., and Yarrow, Leon J., "Acquisition of New Norms: A Study of Racial Desegregation," Journal of Social Issues, 14 (1) (1958), 8-28.

At the end of two weeks in an interracial summer camp, Negroes show more favorable self-esteem, more tendency to describe other Negroes in favorable terms and less tendency to reject other Negro girls on friendship ratings. White children still prefer white cabin mates at friends, but there is statistically significant drop in the extent to which they are most favored.

Yarrow, Marion Radke, and Lande, Bernard, "Personality Correlates of Differential Reactions to Minority Group-Belonging," Journal of Social Psychology, 38 (November, 1953), 253-272.

Sixty Jewish college age men and women, members of Jewish fraternal orders, generally of middle and upper

Yarrow, Marion Radke and Lande, Bernard - continued

middle-class were given a battery of personality and group belonging tests. Findings generally were that reactions to minority group status are expressions of underlying personality trends: thus authors conclude it is futile to promote constructive ingroup relations on a group basis. Modes of reacting to ingroup are attempts to satisfy some need.

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